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ABSTRACT

This framework for teaching sets out teaching objectives for Reception to Year 6 to enable pupils to become fully literate. It also gives guidance on the Literacy Hour in which this teaching will take place. The document is a reference point for day-to-day teaching, and help for headteachers and governors of schools in England as they plan and manage the improvement of literacy in their school. Section 1, Introduction, discusses the purpose of the Framework, the structure of the Framework, what the "Literacy Hour" is, and planning from the Framework. Comprising the bulk of the document, Section 2 offers the Termly Objectives for each term and each year, Reception through Year 6. Appendixes contain a list of high frequency words for word recognition for Reception Year to Year 2; a list of medium frequency words to be taught in Years 4 and 5; a summary of the specific phonics and spelling work to be covered in years Reception to 2; a summary of the range of work for each term; a technical vocabulary list; and an extensive glossary. (RS)

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Introduction: NLS Framework for teaching

Purpose of the Framework

The Framework for Teaching sets out teaching objectives for Reception to Year 6 to enable pupils to become fully literate. It also gives guidance on the Literacy Hour in which this teaching will take place. Detailed guidance on the implementation of the hour will be sent to schools in the summer term (1998). This document is mainly intended for day-to-day reference for classroom teachers to ensure that they have appropriately high expectations of their pupils, understand how their pupils will progress through the years at primary school and to help them offer a balance between reading and writing and different kinds of texts.

Good school leadership is vital for teachers to be successful in the classroom. This Framework will be an important tool for headteachers and governors as they manage the improvement of literacy standards, particularly in developing a whole school plan for the teaching and learning of literacy, for monitoring progress and for staff development. Parents may also be interested to read the Framework.

This Framework and the training that will be provided in the National Literacy Strategy are based on the experience of the National Literacy Project. The Literacy Task Force found widespread support for the Project's approach to teaching literacy and its success in raising standards. Its proposals sought to spread this good practice as widely as possible.

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Related Items

NLNS - Guidance on Teaching Able Children

The National Literacy Strategy – Framework for teaching: Additional guidance

Guidance on the organisation of the National Literacy Strategy in Reception classes

Framework for teaching English: Years 7, 8 and 9

What is Literacy?

Literacy unites the important skills of reading and writing. It also involves speaking and listening which, although they are not separately identified in the Framework, are an essential part of it. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts.

Thus the Framework covers the statutory requirements for reading and writing in the National Curriculum for English and contributes substantially to the development of speaking and listening. It is also relevant to teaching across the whole of the National Curriculum. Skills, especially those that focus on reading and writing non-fiction texts, should be linked to and applied in every subject.

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Literate primary pupils should:

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- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own

mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

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Reading

All teachers know that pupils become successful readers by learning to use a range of strategies to get at the meaning of a text. This principle is at the heart of the National Curriculum for English and has formed the basis of successful literacy teaching for many years. The range of strategies can be depicted as a series of searchlights, each of which sheds light on the text. Successful readers use as many of these strategies as possible.

- phonic (sound and spelling)
- knowledge of context
- grammatical knowledge
- word recognition and graphic knowledge

Most teachers know about all these, but have often been over-cautious about the teaching of phonics - sounds and spelling. It is vital that pupils are taught to use these word level startegies effectively. Research evidence shows that pupils do not learn to distinguish between the different sounds of words simply by being exposed to books. They need to be taught to do this. When they begin to read, most pupils tend to see words as images, with a particular shape and pattern. They tend not to understand that words are made up of letters used in particular combinations that correspond with spoken sounds. It is essential that pupils are taught these basic decoding and spelling skills from the onset.

When pupils read familiar and predictable texts, they can easily become over-reliant on their knowledge of context and grammar. They may pay too little attention to how words sound and how they are spelt. But if pupils cannot decode individual words through their knowledge of sounds and spellings, they find it difficult to get at the meanings of more complex, less familiar texts. They are likely to have problems in dealing with more extended texts and information books used across the curriculum at Key Stage 2, and with spelling. As they learn these basic decoding skills they should also be taught to check their reading for sense by reference to the grammar and meaning of the text. This helps them to identify and correct their reading errors. At Key Stage 1, there should be a strong and systematic emphasis on the teaching of phonics and other word level skills.

Pupils should be taught to:

- discrimate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell those sounds;
- read words by sounding out and blending their separate parts;
- write words by combining the spelling patterns of their sounds.

In the early stages, pupils should have a carefully balanced programme of guided reading from books of graded difficutly, matched to their independent reading levels. These guided reading books should have a cumulative vocabulary, sensible grammatical structure and a lively and interesting content. Through shared reading, pupils should also be given a rich experience of more challenging texts.

This Framework organises teaching objectives at three different levels: word, sentence and text. This underlines the importance of teaching pupils to use the full range of searchlights - to tackle texts from individual words upwards and from the text downwards. While all searchlights are important, the balance between them should vary at different stages of learning to read.

As pupils gain fluency the forms of teaching should shift to emphasise advanced reading and composition skills at text level. The sequence needs to be right for effective teaching and learning of reading.

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Writing

Writing is closely related to reading - the two activities reinforce each other. This Framework includes a wide range of reading and ensures that pupils cover a similar range of writing. Both reading and writing uses work at word, sentence and text levels. Each of the searchlights used for reading also needs to be used in writing. The context of pupils' reading, i.e. the texts, gives structures, themes and purposes for much of their writing, while the focused teaching of word and sentence level skills contributes to the organisation and accuracy of their writing. Pupils need to understand from an early stage that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They need to see the writing process being modelled by the teacher and they should take part regularly in composing, spelling and handwriting activities with the class as a whole and as a member of a smaller group.

As with reading, it is important that pupils learn to write independently from an early stage. During Key Stage 1 the teaching of phonics, spelling and writing complements this process and should be used systematically to support writing and to build up accuracy and speed. It is essential that pupils are taught correct letter formation from the outset and that errors are picked up and corrected early so that they do not hamper pupils' progress. Through Key Stage 2, there is a progressive emphasis on the skills of planning, drafting, revising, proof-reading and the presentation of writing. The range of reading and writing increases and, with it, the need for pupils to understand a wider variety of texts, their organisation and purposes. Of course, pupils also need to continue to work on autonomous strategies for spelling and correcting their own mistakes.

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The structure of the Framework

The overall structure of the Framework is as follows:

YEAR /TERM **1 1**		
Range: Fiction and Poetry Non-Fiction		
Word level work: Phonics, spelling and vocabulary Pupils should be taught:	Sentence level work: Grammar and punctuation Pupils should be taught:	Text level work: Comprehension and composition Pupils should be taught:

Each term's work is focused on a particular range of reading and writing. Reading and writing objectives are closely linked throughout, using the texts pupils are reading to provide structure for their writing.

There are three 'strands' to the work:

- word level
- sentence level
- text level

The strands are closely interrelated. Each strand is essential to the work in every term. Each term the range of work to be covered is listed in a box at the head of the page. You are expected to select texts and writing tasks within this range and each term's objectives have been written to reflect this except for Year R where, because children enter school at different ages, the 'year' is not divided into terms.

A minimum of 75% of the term's reading and writing should be within the designated range, to ensure that pupils have sufficient experience of working within the range while providing scope for other reading and writing.

The objectives are sub-divided for each term. The sub-divisions vary slightly between Year R and Key Stages 1 and 2, mainly to reflect changes in the progression of word level work. The sub-divisions are as follows:

Related Items

NLNS - Guidance on Teaching Able Children

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Framework for teaching English: Years 7, 8 and 9

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Word level	Sentence level	Text level
Reception year • Phonological awareness, phonics and spelling • Word recognition, graphic knowledge and spelling • Vocabulary extension • Handwriting	• Grammatical awareness	• Understanding of print • Reading comprehension • Writing composition
Key Stage 1 • Phonological awareness, phonics and spelling • Word recognition, graphic knowledge and spelling • Vocabulary extension • Handwriting	• Grammatical awareness • Sentence construction and punctuation	Fiction and poetry • Reading comprehension • Writing composition Non-fiction • Reading comprehension • Writing composition
Key Stage 2 • Revision and consolidation from Key Stage 1 (to the end of Y3) • Spelling strategies • Spelling conventions and rules • Vocabulary extension • Handwriting (to the end of Y4)	• Grammatical awareness • Sentence construction and punctuation	Fiction and poetry • Reading comprehension • Writing composition Non-fiction • Reading comprehension • Writing composition

The Key Stage 2 objectives are built on an expectation that pupils will have attained a basic level of reading fluency. By the start of Year 3 the majority should be able to read simple narrative and information texts confidently and independently. They should have sufficient fluency to read aloud accurately with expression and to read silently with understanding. Their attainment needs to be carefully assessed so that pupils who have not achieved this basic standard can revise and consolidate the Key Stage 1 work. Throughout Year 3 pupils may still need to cover or reinforce the word level objectives from Key Stage 1. There are objectives in the Word level column in Years 3 and, again in Year 4, to remind teachers of this.

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What is The Literacy Hour?

1. Whole class (15 mins approx): KS1 and KS2 - Shared text work (a balance of reading and writing).
2. Whole class (15 mins approx): KS1 - Focused word work. KS2 - A balance over the term of focused word work or sentence work.
3. Group & independent work (20 mins): KS1 - Independent reading, writing or word work, while the teacher works with at least two ability groups each day on guided text work (reading or writing).
4. Whole class (10 mins approx): KS1 and KS2 - Reviewing, reflecting, consolidating teaching points, and presenting work covered in the lesson.

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Framework for teaching English: Years 7, 8 and 9

Approx 15 minutes shared reading and writing - whole class

Shared reading is a class activity using a common text eg a 'big book', poetry poster or text extract. At Key Stage 1, teachers should use shared reading to read with the class, focusing on comprehension and on specific features eg word-building and spelling patterns, punctuation, the layout and purpose, the structure and organisation of sentences. Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning, and identify and self-correct errors. Shared reading, with shared writing, also provide the context for developing pupils' grammatical awareness, and their understanding of sentence construction and punctuation.

At key stage 2 shared reading is used to extend reading skills in line with the objectives in the text level column of the Framework. Teachers should also use this work as a context for teaching and reinforcing grammar, punctuation and vocabulary work.

At both Key Stages, because the teacher is supporting the reading, pupils can work from texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills which feed into other independent reading.

Shared writing provides many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher. Teachers should use texts to provide ideas and structures for the writing and, in collaboration with the class, compose texts, teaching how they are planned and how ideas are sequenced and clarified and structured. Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It should also be used as a starting point for subsequent independent writing. Wherever possible, shared reading and writing should be interlinked. For example, over a five-day period a teacher, may plan to (a) introduce a text, (b) work on it through shared reading and then (c) use

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the text as a 'frame' for writing or as a stimulus to extend, alter or comment on it.

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Approx 15 minutes word level work - whole class

There must be a systematic, regular and frequent teaching of phonological awareness, phonics and spelling throughout Key Stage 1. Teachers should follow the progression set out in the word level objectives carefully. It sets out both an order of teaching and the expectations for what pupils should achieve by the end of each term. Appendix List 3 summarises these objectives and can be used as a list of criteria for assessing progress. The work must be given a specific teaching focus in the Literacy Hour. Although it is essential that these decoding skills are practised and applied in shared reading, they also need to be taught through carefully structured activities, which help pupils to hear and discriminate regularities in speech and to see how these are related to letters and letter combinations in spelling and reading. The majority of pupils can learn these basic phonic skills rapidly and easily. Word recognition, graphic knowledge, and vocabulary work should also have a teaching focus during this period of 15 minutes.

At Key Stage 2, this time should be used to cover spelling and vocabulary work and the teaching of grammar and punctuation from the sentence level objectives. For Key Stage 1 pupils, these sentence-level objectives should be covered in the context of shared reading and writing and this remains an important context for teaching skills at Key Stage 2. Nevertheless, teachers will need to plan a balance of word and sentence level work for this second part of the Hour, across each half-term, to ensure that all these objectives are covered.

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Approx. 20 minutes guided group and independent work

This section of the Literacy Hour has two complementary purposes:

- to enable the teacher to teach at least one group per day, differentiated by ability, for a sustained period through 'guided' reading or writing;

- to enable other pupils to work independently - individually, in pairs or in groups - without recourse to the teacher.

Guided reading is the counterpart to shared reading. The essential difference is that, in guided reading and writing, the teacher focuses on **independent** reading and writing, rather than modelling the processes for pupils. Guided reading should be a fundamental part of each school's literacy programme. In effect, it takes the place of an individualised reading programme and, as a carefully structured group activity, it significantly increases time for sustained teaching. In ability groups of four to six, pupils should have individual copies of the same text. The texts need to be carefully selected to match the reading level of the group. In the early stages pupils should meet texts of graded difficulty as they progress these texts will often be selected from reading schemes or programmes and can usually be built up from existing book stocks with some careful supplementation.

At Key Stage 1, teachers should introduce the text to the group, to familiarise them with the overall context of the story and point out any key words they need to know. Pupils then read it independently, while the teacher assesses and supports each pupil in the group. The same principles apply at Key Stage 2. However, as pupils progress, the teaching should focus increasingly on guided silent reading with questions to direct or check up on the reading, points to note, problems to solve etc., to meet the text level objectives in the Framework.

Guided writing - as with guided reading, these writing sessions should be to teach pupils to write independently. The work will normally be linked to reading, and will often flow from work in the whole-class shared writing session. These sessions should also be used to meet specific objectives and focus on specific aspects of the writing process, rather than on the completion of a single piece of work. Often, these teaching inputs can be followed through during independent work in subsequent sessions. For example, pupils might focus on:

- planning a piece of writing to be continued independently later;
- composing a letter;
- expanding or contracting a text to elaborate, summarise, etc;
- constructing complex sentences;
- connecting points together in an argument;
- editing work into paragraphs, headings, etc for clarity and presentation.

Independent work - this happens at the same time as the guided group work. The class needs to be carefully managed and the pupils well trained so that they are clear about what they should be doing and do not interrupt the teacher. There are many forms of organisation ranging from a carousel of ability groups, with a rotation of activities for each group, to completely individual work eg a whole-class writing activity derived from an earlier shared writing session. Independent tasks should cover a wide range of objectives including:

- independent reading and writing;
- phonic and spelling investigations and practice;
- comprehension work;
- note-making;
- reviewing and evaluating;
- proofreading and editing;
- vocabulary extension and dictionary work;
- handwriting practice;
- practice and investigations in grammar, punctuation and sentence construction;
- preparing presentations for the class.

Pupils should be trained not to interrupt the teacher and there should be sufficient resources and alternative strategies for them to fall back on if they get stuck. They should also understand the importance of independence for literacy, and how to use their own resources to solve problems and bring tasks to successful conclusions.

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Final 10 minutes - plenary session with the whole class

The final plenary is at least as important as the other parts of the lesson. It is not a time for clearing up and should be clearly signalled as a separate session when the whole-class is brought together. It should be used to:

- enable the teacher to spread ideas, re-emphasise teaching points, clarify misconceptions and develop new teaching points;
- enable pupils to reflect upon and explain what they have learned and to clarify their thinking;
- enable pupils to revise and practise new skills acquired in an earlier part of the lesson;
- develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils;
- provide opportunities for the teacher to monitor and assess the work of some of the pupils;
- provide opportunities for pupils to present and discuss key issues in their work.

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About the Literacy Hour

Rationale

The Literacy Hour is designed to provide a practical structure of time and class management which reflects the structure of teaching objectives in the NLS Framework. While the Framework provides details of **what** should be taught, the Literacy Hour is the **means** of teaching it. The Literacy Hour should be implemented throughout the school to provide a daily period of dedicated literacy teaching time for all pupils.

Why an hour? In the guidance on time allocations underlying the National Curriculum, the teaching of English is allocated about 5 hours per week. It suggests 180 hours at KS1 and 167 hours at KS2 in a 36-week year, plus additional time for teaching English through other subjects. Inspection evidence shows that, while time is used in different ways from school to school and even class to class within schools, almost all schools provide at least this amount of time for literacy teaching. This reflects the priority that primary teachers give to literacy. However, the Literacy Hour is also designed to bring about a number of important changes.

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Related Items

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Framework for teaching English: Years 7, 8 and 9

A clearer focus on literacy instruction

the Literacy Hour is intended to promote 'literacy instruction' but this is not a recipe for returning to some crude or simple form of 'transmission' teaching. The most successful teaching is:

- discursive - characterised by high quality oral work;
- interactive - pupils' contributions are encouraged, expected, and extended;
- well-paced - there is a sense of urgency, driven by the need to make progress and succeed;
- confident - teachers have a clear understanding of the objectives;
- ambitious - there is optimism about and high expectations of success.

The objectives in the Framework should give literacy teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will need to use a wide range of teaching strategies including:

- direction eg *to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies in reading and writing;*
- demonstration eg *to teach letter formation and join letters, how to*

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read punctuation using a shared text, how to use a dictionary;

- modelling eg *discussing the features of written texts through shared reading of books, extracts;*
- scaffolding eg *providing writing frames for shared composition of non-fiction texts;*
- explanation to clarify and discuss eg reasons in relation to the events in a story, the need for grammatical agreement when proofreading, the way that different kinds of writing are used to serve different purposes;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration eg *to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older pupils;*
- investigating ideas eg *to understand, expand on or generalise about themes and structures in fiction and non-fiction;*
- discussing and arguing eg *to put points of view, argue a case, justify a preference;*
- listening to and responding eg *to stimulate and extend pupils' contributions, to discuss/evaluate their presentations.*

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Improved classroom organisation and management

The Literacy Hour offers a structure of classroom management, designed to maximise the time teachers spend directly teaching their class. It is intended to shift the balance of teaching from individualised work, especially in the teaching of reading, towards more whole-class and group teaching. Where pupils are taught individually, the average time they spend being taught is around 5 or 6 minutes a week. This is frequently a cause of frustration for pupils and teachers. Often, because of interruptions and lack of continuity, the quality of this teaching is limited and, at Key Stage 2, the range of individual needs with which the teacher has to deal can become unmanageably wide. Less able pupils often receive fragmentary attention while the more able are left to 'cruise'.

The greater emphasis on whole-class work means that in a Literacy Hour, pupils will spend about three-quarters of their time being taught as members of a whole-class or a smaller ability group. About a quarter of their time will be spent on independent reading or writing work. Careful management of demands and responses in whole-class and group sessions offer high levels of involvement for all pupils, particularly the least able, many of whom quickly gain confidence. Primary teachers are often already skilled at teaching in these ways, for example in story reading, class discussion times and P.E.

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Effective management of literacy at school level

The Literacy Hour is designed to provide continuity of planning and teaching throughout the school. This has important consequences for pupils, teachers and headteachers:

- for pupils, the Literacy Hour provides common practices and class routines that are clear and predictable and can be carried forward when they move to a new class. Experience with the National Literacy Project has shown this to be a significant advantage that contributes greatly to building confidence and high expectations;

- for teachers, the common structure means that planning can be shared and that there is a common basis for in-service training. It also means that teachers from different schools can collaborate in planning and training more effectively because they come with common assumptions and a shared language about how literacy should be taught;
- for headteachers, senior staff and governors, the teaching objectives establish clear expectations to enable the school to set literacy targets appropriate to different year groups. Alongside this, the time-tabled Literacy Hour determines when and how these expectations will be met in each class. These common structures should enable schools to monitor systematically the quality of teaching and its impact on pupils' achievements.

The Literacy Hour is structured to ensure that all the key aspects in the Framework are covered. Although the times are approximate and there is some scope to vary them to meet pupils' needs, the generic parts of the Literacy Hour should be treated as essential elements and covered on a daily basis. If there are compelling reasons for changing these times, schools should ensure that an equivalent balance of time and teaching elements are planned across the week. This balance should provide a substantial proportion of whole-class and group teaching (approximately three-quarters of the time), and independent working (approximately a quarter of the time).

Teachers should try to keep to an hour each day and avoid stretching out the time. This helps to keep a sense of urgency and pace in the work and helps to maintain a direct and lively atmosphere in the class.

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Links with the rest of the curriculum

Where appropriate, literacy teaching should be linked to work in other areas of the curriculum. For example, during the Literacy Hour, pupils might be searching and retrieving from information texts used in science, writing instructions linked to a technology topic, studying myths, autobiographies or stories linked to a study unit in history. Nevertheless, the focus of teaching must be on the literacy objectives from the Framework and **pupils must be working on texts**. In other words while links with the rest of the curriculum are fundamental to effective literacy teaching, other subjects should be treated as vehicles for literacy work and not displace it from its primary focus in the Literacy Hour. It would not be appropriate, therefore, for pupils to be spending time drawing or making models linked to reading during the Literacy Hour but it could certainly be appropriate for literacy work to provide a context for related activities in other curricular areas outside the designated time.

The Literacy Hour is intended to be a time for the explicit teaching of reading and writing. Teachers will need to provide opportunities for practising and applying new skills in independent work at other times. Most of this practice should be productively linked to other curricular areas. However, additional time may also be needed for:

- continuing the practice of reading to the class;
- pupils' own independent reading for interest and pleasure;

- extended writing for older pupils.

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Planning from the Framework

The organisation of the Literacy Hour is designed to reflect the structure of the objectives. Schools will probably already have school systems for medium- and short-term planning. Implementing the NLS Framework will require a similar structure. You should have three connected levels of planning as follows:

The Framework (given)	- *What* should I teach?
Medium-term planning - termly or half-termly	- *When* should I teach it?
Short-term planning - weekly	- *How* should I teach it?

The Framework provides the **content**. Medium-term planning should be used to distribute this content to achieve **balance and coverage** of the objectives over a term or half-term. The more detailed weekly planning should focus on the teaching process i.e. on devising the tasks, activities and strategies needed to teach the work during the five literacy hours. The school's literacy planning procedures should meet the following criteria. There should be:

- common formats for planning a balanced programme of objectives for each half-term;
- common formats for planning each week's work, derived from the half-term plans. These plans should identify the week's objectives, the texts to be used, the class organisation and the tasks and activities through which the objectives will be taught;
- agreed procedures and deadlines for teachers to work to;
- monitoring arrangements to evaluate the quality of the planning and its impact in the classroom;
- support arrangements for sharing and assisting with planning.

Examples of blank medium-term and short-term planning grids are available to download. These have been derived from experience of planning in the National Literacy Project.

Related Items

NLNS - Guidance on Teaching Able Children

The National Literacy Strategy – Framework for teaching: Additional guidance

Guidance on the organisation of the National Literacy Strategy in Reception classes

Framework for teaching English: Years 7, 8 and 9

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Framework for teaching: YR to Y6

The National Literacy Strategy *Framework for teaching, YR to Y6* is a practical tool, offering teachers a reference point for day-to-day teaching. It sets out the teaching objectives to enable primary pupils to become fully literate. It also offers guidance to headteachers and governors as they plan and manage improvement of literacy in their schools.

- To view the NLS termly objectives, select a year and term from the above menu.
- You can also view the full text of the NLS Framework for teaching, YR to Y6.

The National Literacy Strategy produces a range of resources to support teachers in the classroom. A selection of popular resources such as planning sheets, photocopiable masters and activity resources sheets are available within this area of the site to download.

Framework for teaching English, Years 7, 8 and 9

The *Framework for teaching English, Year 7, 8 and 9* is available to download on the Key Stage 3 area of the Standards Site.

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National Literacy Strategy

Medium Term Planning Half Termly Planner

School

Class	**Year Group(s)**	**Year**	**Term** **1st Half/2nd Half**	**Teacher**

Phonics, Spelling and Vocabulary	**Grammar and Punctuation**	**Comprehension and Composition**	**Texts**	
Continuous work:	Continuous work:	Continuous work:	Range	
Blocked work:	Blocked work:	Blocked work:	Titles:	Wk
				1
				2
				3
				4
				5
				6
				7
				8

National Literacy Strategy Teaching Objectives

Weekly Plan

Name of School

T = Teacher, OA = Other Adult, I = Independent

	Class: Year Group(s) Term: Week Beg.: Teacher:		Guided Group Tasks (reading or writing):	Guided Group Tasks (reading or writing):	Independent Group Tasks						
	Whole class – shared reading and writing	Whole class – phonics, spelling, vocabulary and grammar									Plenary
Mon											
			T	T	OA	I	OA	I	OA	I	
Tues											
			T	T	OA	I	OA	I	OA	I	
Wed											
			T	T	OA	I	OA	I	OA	I	
Thur											
			T	T	OA	I	OA	I	OA	I	
Fri											
			T	T	OA	I	OA	I	OA	I	

RECEPTION YEAR

Range

Fiction and poetry: *a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.*

Non-Fiction: *simple non-fiction texts, including recounts.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to understand and be able to rhyme through:
- recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes;
- extending these patterns by analogy, generating new and invented words in speech and spelling;

2 knowledge of grapheme/phoneme correspondences through:
- hearing and identifying initial sounds in words;
- reading letter(s) that represent(s) the sound(s): *a-z, ch, sh, th;*
- writing each letter in response to each sound: *a-z, ch, sh, th;*
- identifying and writing initial and dominant phonemes in spoken words;
- identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan.*

3 alphabetic and phonic knowledge through:
- sounding and naming each letter of the alphabet in lower and upper case;
- writing letters in response to letter names;
- understanding alphabetical order through alphabet books, rhymes, and songs;

4 to link sound and spelling patterns by:
- using knowledge of rhyme to identify families of rhyming CVC words, e.g. *hop, top, mop; fat, mat, pat,* etc.;
- discriminating 'onsets' from 'rimes' in speech and spelling, e.g. *'tip', 'sip', 'skip', 'flip', 'chip';*
- identifying alliteration in known and new and invented words;

Word recognition, graphic knowledge and spelling

5 to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;

6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to expect written text to make sense and to check for sense if it does not;

2 to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories;

3 that words are ordered left to right and need to be read that way to make sense;

4 to use a capital letter for the start of own name.

Text level work:

Comprehension and composition

Pupils should be taught:

Reading

Understanding of print

1 through shared reading:
- to recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers;
- that words can be written down to be read again for a wide range of purposes;
- to understand and use correctly terms about books and print: *book, cover, beginning, end, page, line, word, letter, title;*
- to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words;

Reading Comprehension

2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;

3 to re-read a text to provide context cues to help read unfamiliar words;

4 to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says';

5 to understand how story book language works and to use some formal elements when re-telling stories, e.g. *'Once there was ...', 'She lived in a little ...', 'he replied ...';*

6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;

7 to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence;

7 to read on sight the words from texts of appropriate difficulty;

8 to read and write own name and explore other words related to the spelling of own name;

9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns;

Vocabulary extension

10 new words from their reading and shared experiences;

11 to make collections of personal interest or significant words and words linked to particular topics;

Handwriting

12 to use a comfortable and efficient pencil grip;

13 to produce a controlled line which supports letter formation;

14 to write letters using the correct sequence of movements.

8 to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. *"I'm a troll...", "You can't catch me I'm the Gingerbread Man...",* speech-bubbles, italicised, enlarged words;

9 to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded;

10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;

Writing

Understanding of print

11 through shared writing:

- to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
- to understand that writing remains constant, i.e. will always 'say' the same thing;
- to distinguish between writing and drawing in books and in own work;
- to understand how writing is formed directionally, a word at a time;
- to understand how letters are formed and used to spell words;
- to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;

Composition

12 through guided and independent writing:

- to experiment with writing in a variety of play, exploratory and role-play situations;
- to write their own names;
- to write labels or captions for pictures and drawings;
- to write sentences to match pictures or sequences of pictures;
- to experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription;

13 to think about and discuss what they intend to write, ahead of writing it;

14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults;

15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ■
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.*
Non-Fiction: *simple non-fiction texts, including recounts.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Phonological awareness, phonics and spelling

1. to understand and be able to rhyme through:

- recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes;
- extending these patterns by analogy, generating new and invented words in speech and spelling;

Activity and Worksheets
- YR W1 Rhyme

2. knowledge of grapheme/phoneme correspondences through:

- hearing and identifying initial sounds in words;
- reading letter(s) that represent(s) the sound(s): *a-z, ch, sh, th;*
- writing each letter in response to each sound: *a-z, ch, sh, th;*
- identifying and writing initial and dominant phonemes in spoken words;
- identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, *e.g. fit, mat, pan;*

Activity and Worksheets
- YR W2 Grapheme/phoneme correspondence 1
- YR W2 Grapheme/phoneme correspondence 2
- YR W2 Grapheme/phoneme correspondence 3
- YR W2 Games to play
- YR W2 Word cards 1
- YR W2 Word cards 2
- YR W2 Word cards 3

3. alphabetic and phonic knowledge through:

- sounding and naming each letter of the alphabet in lower and upper case;
- writing letters in response to letter names;
- understanding alphabetical order through alphabet books, rhymes, and songs;

Related Items

Downloads
- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year R

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Activity and Worksheets
YR W3 Phonological awareness

4. to link sound and spelling patterns by:

- using knowledge of rhyme to identify families of rhyming CVC words, e.g. *hop, top, mop; fat, mat, pat, etc.*;
- discriminating 'onsets' from 'rimes' in speech and spelling, e.g. *'tip', 'sip', 'skip', 'flip', 'chip'*;
- identifying alliteration in known and new and invented words;

Activity and Worksheets
YR W4 Rhyme

Word recognition, graphic knowledge and spelling

5. to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;

Activity and Worksheets
YR W5 Word recognition 1

6. to read on sight the 45 high frequency words to be taught by the end of YR located in the Resource Area;

Activity and Worksheets
YR W6 Word recognition 2

7. to read on sight the words from texts of appropriate difficulty;
8. to read and write own name and explore other words related to the spelling of own name;

Activity and Worksheets
YR W8 Word recognition 3

9. to recognise the critical features of words, e.g. shape, length, and common spelling patterns;

Vocabulary extension

10. new words from their reading and shared experiences;

Activity and Worksheets
YR W10 Vocabulary extension

11. to make collections of personal interest or significant words and words linked to particular topics;

Handwriting

12. to use a comfortable and efficient pencil grip;
13. to produce a controlled line which supports letter formation;
14. to write letters using the correct sequence of movements.

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NLS Activity Resource Sheet

Year	R
Term	
Strand	W 1, 4

Objectives

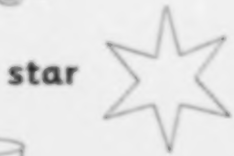
To understand and be able to rhyme through: recognising/exploring/working with rhyming patterns; extending patterns by analogy, generating new/invented words; to link sound/spelling patterns by: using knowledge of rhyme to identify families of rhyming CVC words, e.g. *hop, top, fat, mat,* discriminating onsets from rimes in speech/spelling, e.g. *tip, sip, skip*; identifying alliteration.

Activities

Class

- Learn by heart a range of traditional and modern nursery rhymes and rhymes in popular books, e.g. **Each Peach Pear Plum** or **Mr. Magnolia**. Chant and act them.
- Make up rhyming couplets on the basis of a known rhyme, e.g. **Little Boy Blue**. Children fill in the rhyming word: *Little boy red, he went to ...* Then make up class rhyme using patterned text, e.g. *Imagine a bee/As big as a tree, ... a lark/As green as a park.*
- Use different names in a rhyme, e.g. *Diddle Diddle Dumpling my Son Jim/ Went outside to have a ...* For names which do not lend themselves easily to rhyme, use *Mary had a little lamb* or *Humpty Dumpty*, e.g. *Ahmed had a little dog/ Made it sit upon a log.*
- Bring in a soft toy or puppet, e.g. frog, cat, bear, NOT a duck! Name the animal, e.g. *Clare the bear.* It only likes/says words which rhyme with it, such as *care, fair, pear, share.* Children take turns to talk to the toy or make the puppet talk. It does not matter if the children give non-words, the important thing is that they are rhyming.

- Say a word, e.g. *cake.* Throw a ball of string to a child holding on to one end. The child says a rhyming word, and then, holding on to the string, throws the ball to another child who says a rhyming word, and so on. After about 5/6 words, the teacher winds back the string and as each child is reached, he/she says his/her words again. In both these activities, model the use of a range of onsets, e.g. *sing, sting, string, wing, swing,* and rimes, e.g. *fear, dear, spear, queer, gear.*



Group

- For children who are unfamiliar with rhymes use a listening centre and matching rhyming cards.
- Ask the children to draw or collect things which rhyme with their own name, e.g. characters/objects from a book/in the room.
- Make a rhyming table (objects and pictures) with two or three different sets, e.g. *star, car, jar /snail, nail, tail, sail / blue, glue, shoe, zoo.*

Plenary

- Children can tell the rest of the class all the rhyming words they have found, can think of, or have made up in the session.
- Assessment: Each child has/half the children in class have a picture. The teacher says a word, and those with pictures that rhyme, hold them up and are asked to tell everyone what it is.

Relevant published materials/resources

This Little Puffin, Elizabeth Matterson (Puffin). **Each Peach Pear Plum** (Big Book), A. and J. Ahlberg (Picture Puffin). **Slinky Malinky, Find Me a Tiger, Basketwork, Dragon in a Wagon**, all by Lynley Dodd (Picture Puffin). **Farmer Duck** (Big Book), Martin Waddell (Walker Books). **This Is the Bear and the Scary Night**, Sarah Hayes (Walker Books). **Oxford Reading Tree Rhyme and Analogy Big Books** (OUP). **The Spelling Book**, L. Huxford (Stanley Thornes). **Rhymeworld Book of Rhythm and Rhyme** (Heinemann). **Sound Beginnings**, Gross and Garnett (LDA). **First Keys to Literacy** (Widgit Software).

NLS Activity Resource Sheet

Year	R
Term	
Strand	W 2

Objectives

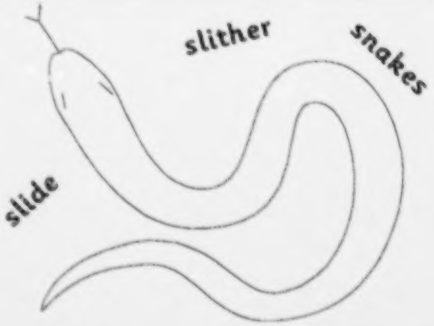
Knowledge of grapheme/phoneme correspondences through: hearing and identifying initial sounds in words; reading letter(s) that represent(s) the sound(s) *a-z, ch, sh, th*; writing each letter in response to each sound *a-z, ch, sh, th*; identifying and writing initial and dominant phonemes in spoken words; identifying and writing initial and final phonemes in CVC words, e.g. *fit, mat, pan.*

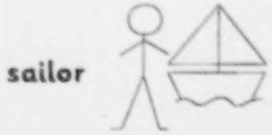
Activities

Class

- Sing or chant rhymes in which alliteration, e.g. **sss** is emphasised, e.g. **Simple Simon, Sing a Song of Sixpence**.
- Use a toy snake or a picture and ask the children the sound it makes, **sss**. Suggest that snakes *slither* and *slide*; children can make the twisting, slithering movements in the air. Make up a slogan, such as *Snakes slither and slide in the sand.* Children can chant the slogan and clap each word, emphasising the **sss**.
- Focus on names that begin with **sss**. Children can make up actions based on children's names, e.g. *Strong Simon sneezes.*
- Play the *Tray Game* and *Teaching the Puppet*, see the Photocopiable Resource Sheet.
- Play a variation on *Simon Says*. See the Photocopiable Resource Sheet.
- Play *My grandmother went shopping and bought ...* Children use only objects beginning with **sss**.

N.B.
Many rhymes have alliterative phrases (e.g. *Little Boy Blue, Lucy Locket*) which some children will have noticed already. Many children need explicit help with this and phonemes such as **sss** and **mmm** are a useful first stage because they can be easily sustained.
The following suggestions are for the phoneme **sss**. Similar activities can be carried out with another 4 or 5 phonemes (e.g. **mmm, fff, lll, ccc, ppp**). It is not necessary to labour the point for every phoneme.





sand-castle

Group

- Children could collect all the words they can read starting with a particular letter and display them.
- When children have been introduced to two or three different phonemes they will generalise their skill to words beginning with other phonemes. Use games for sorting pictures into groups.
- Use pictures starting with the same letter for matching pairs, putting into group games, *Snap, Matching Pairs, Donkey, Bingo, I Spy.*

Plenary

- Assessment: Each child has/half the children in class have a picture. The teacher says a word, and each child with a picture that starts with the same phoneme holds it up and is asked to tell everyone what it is.

Relevant published materials/resources

Oxford Reading Tree Rhyme and Analogy Big Books, e.g. *Scat Cat* (OUP). **The Spelling Book**, L. Huxford (Stanley Thornes). **Alliteration and Alphabet Book** (Heinemann Rhyme World). **Helping Children with Reading and Spelling**, Reason and Boote (Routledge). **The Phonics Handbook**, Sue Lloyd (Jolly Learning). **Sound Beginnings**, Gross and Garnett (LDA). **First Keys to Literacy** (Widgit Software).

NLS Activity Resource Sheet

Year	R
Term	
Strand	W 2

Objectives

Knowledge of grapheme/phoneme correspondences through: hearing and identifying initial sounds in words; reading letter(s) that represent(s) the sound(s) *a-z, ch, sh, th*; writing each letter in response to each sound *a-z, ch, sh, th*; identifying and writing initial and dominant phonemes in spoken words; identifying and writing initial and final phonemes in CVC words, e.g. *fit, mat, pan.*

Activities

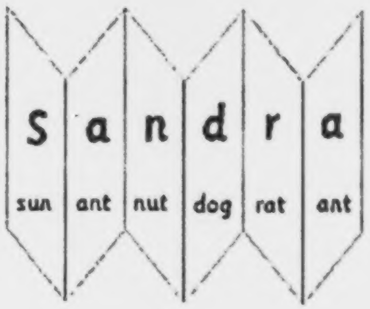
Class

- Use a Shared Reading text which emphasises a phoneme, e.g. **mmm**. Ask which words start with **mmm**. Find the words and look at the initial letter. Children should be able to point out the initial letters of all the words beginning with **mmm**. An alternative would be to underline with pen on a laminated poster or photocopied page.
- As part of a Shared Writing activity, ask children to tell you which phoneme is at the beginning of a particular word and which letter is required.
- Sing *Ants in the apple, a, a, a* to the tune of *Skip to my loo.* Make up a verse for each letter.

N.B.
Children who can hear the initial phoneme of words should be able to learn the corresponding letters more quickly than one per week. Picture mnemonics, e.g. those used in **Letterland**, can be used to help children remember the letters, but this is more successful if children can hear or isolate the initial phoneme first. Some letters are learned particularly quickly (s, m, o, z, a, p, j). Some are more difficult (w, i, q, y, u, l, e).

Group

- Use a pack of pictures and a pack of letters for various activities, e.g. sort the pictures according to initial sound: *Snap, Matching Pairs, Donkey, Bingo, Dominoes.*



- Practise skills by using worksheets for matching letters and pictures, e.g. **Blueprints Spelling**.
- Make concertina books, e.g. using the child's name or each fold for a letter of the alphabet, suitably illustrated.
- Each child could make a pack of cards, drawing a picture on one side and writing a corresponding initial letter on the reverse.
- In independent writing, encourage children to use the initial sounds of words they do not know how to spell, possibly followed by a short line to indicate that the rest of the word is missing.
- Read around the room, finding words starting with a particular letter.

Plenary

- Report back all the words which children found and display them on a Word Wall.

Relevant published materials/resources

A Book Of Your Own, Paul Johnson (Hodder and Stoughton). **The Phonics Handbook**, Sue Lloyd (Jolly Learning). **Rhymeworld Book of Alliteration and Alphabet** (Heinemann). **The Spelling Book**, L. Huxford (Blueprints - Stanley Thornes). **Developing Literacy Skills - Spelling** (Harlequin). **Letterland** (Collins Educational). **First Keys to Literacy** (Widgit Software).

NLS Activity Resource Sheet

Year	R
Term	
Strand	W 2

Objectives

Knowledge of grapheme/phoneme correspondences through: hearing and identifying initial sounds in words; reading letter(s) that represent(s) the sound(s) *a-z, ch, sh, th*; writing each letter in response to each sound *a-z, ch, sh, th*; identifying and writing initial and dominant phonemes in spoken words; identifying and writing initial and final phonemes in CVC words, e.g. *fit, mat, pan.*

Activities

Final phonemes in rhyming sets

Class

- Use rhymes in which the rime ends in a distinctive consonant such as **sss**, **shshsh**, **fff**, **mmm**. Emphasise the final consonant, e.g. *Jeremiah, blow the fire, I had a little husband / No bigger than my thumb , Little boy Ben who lives in the glen*, all taken from **Quentin Blake's Nursery Rhyme Book**. See the Photocopiable Resource Sheet.

Final phonemes in non-rhyming sets

Class

- Play the *Tray Game* (final phoneme). See the Photocopiable Resource Sheet. More games using objects, such as *Home Game* and *Guess Which One* can be found in **Rhymeworld**.
- Play *Teach the Puppet*, modified for final phonemes, e.g. *bus, bug.*

Group

- Play *Tray Games*, the *Home Game, Guess Which One* (see above).
- Play sorting and matching games using commercial picture cards.
- Collect things to put on the 'final **sss** tray'.

Relevant published materials/resources

Quentin Blake's Nursery Rhyme Book (Puffin). **Rhymeworld** (Heinemann).

NLS Activity Resource Sheet

Year	R
Term	
Strand	W 3

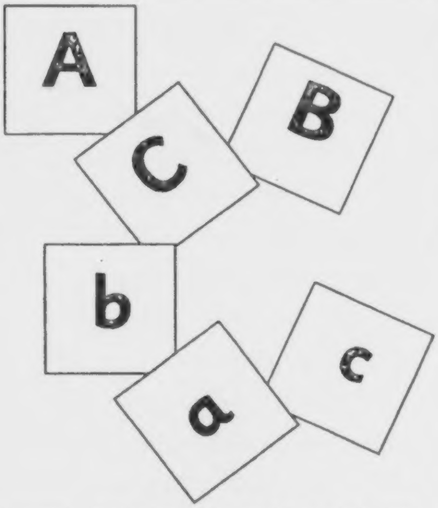
Objectives

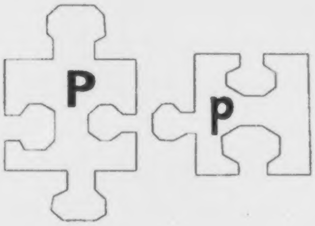
Phonological awareness, phonics and spelling: alphabetic and phonic knowledge through: sounding and naming each letter of the alphabet in lower and upper case; writing letters in response to letter names; understanding alphabetical order through alphabet books, rhymes and songs.

Activities

Class

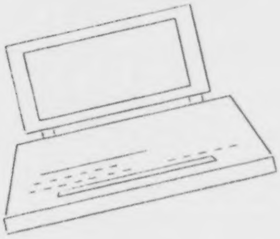
- As a Shared Reading activity, use well-known alphabet books.
- Sing the alphabet to the tune of **Twinkle Twinkle Little Star**, or another commonly-used tune.
- Discuss the names of the letters and the sounds they make. Discuss those names in which you can easily hear the sound and those which are more difficult.
- Give out alphabet cards and ask children to get into alphabetical order. See resources below for range of commercially available activities.
- Give out examples of upper and lower case letters to children. Challenge the children to find a child whose name begins with the corresponding letter of the alphabet.





Group

- Devise a dot-to-dot puzzle, but use letters of the alphabet instead of numbers.
- Group upper case letters according to similarities.
- Display very large upper-case letters, cover them up and gradually reveal them. Ask children to guess which letter it is.
- Place upper and lower-case letters together. Group them according to which pairs are the same shape but smaller, e.g. **P** and **p**, and which are different, e.g. **A** and **a**.
- See resources below for range of commercially available activities, e.g. jigsaws.
- Use dice with upper-case letters printed on and an attractive baseboard in the shape of a house, bus, etc., which has the same letters in lower case. When the dice are thrown, the player puts a counter on the baseboard corresponding to the letter on the dice.
- Computer software, e.g. on alphabets and handwriting skills, is useful for reinforcement and for motivation - see below.



Relevant published materials/resources

Wooden alphabets, jigsaws, magnetic letters, sponge and plastic letters, sand on card (Philip and Tacey), cubes (Phon Cubes); plastic wall pockets for alphabet books (**Alphabats**); ball-bearing trays, **Write and Roll** (LDA); **Clixi Interlocking Alphabet** game. Software: **Talking Animated Alphabet** (Sherston). **Claude and Maude** (SEMERC). **Alphabet Blocks** (Sierra). **First Words With Smudge** (Storm). **First Steps - Words** (REM Soft). **My World Alphabets** (SEMERC). **Writing With Symbols** and **First Keys to Literacy** (Widgit Software). **Oxford Reading Tree**, alphabet friezes and alphabet mats (OUP).

NLS Activity Resource Sheet

Year	R
Term	
Strand	W 5, 6

Objectives

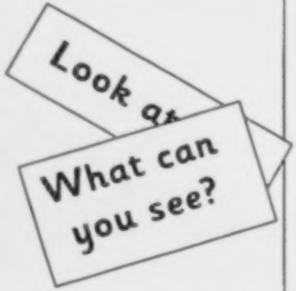
Word recognition, graphic knowledge and spelling: to read on sight a range of familiar words, e.g. children's names, captions, labels and words from favourite books; to read on sight the 45 high frequency words from Appendix List 1, to be taught by end of YR; to read on sight the words from texts of appropriate difficulty.

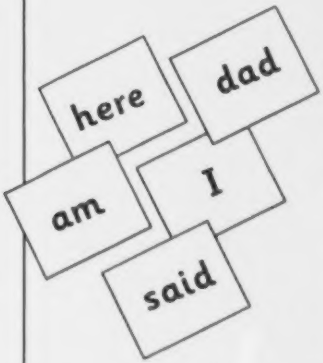
N.B.
For full information about teaching high-frequency words, see the NLS *Introduction on Word Level work* and *NLS Training* materials.

Activities

Class

- Focus on certain words during Shared Reading. Ask children to point to them or underline them if the text is laminated. The child and/or teacher can use a coloured masking card to locate a word in the text. Books with patterned text are particularly useful, e.g. **We're Going on a Bear Hunt,** and books which emphasise certain words, e.g. prepositions in **Bears in the Night, Dan the Flying Man.**
- Point out print that is around the room, e.g. **-day** in each day of the week.
- Write and position words in meaningful places round the classroom as shared writing practice, e.g. **out** on the inside of the door and vice versa; notices in the home corner, e.g. *Only three to play in here.*
- Make use of print on interactive displays in class, e.g. *What can you see in here? Look in here. Look at this* . Share the labels on pictures and graphs, e.g. *The food we like.*





Group

- Make individual or group theme books in which high-frequency words are repeated on each page, e.g. *I like ... I went ... I am ... We are ...*
- Give five children one word each of a sentence, on cards from the high frequency list. Ask them to read their cards aloud, standing in order to make the sentence, e.g. *Here I am said Dad.* Another child reads the sentence, then he/she can rearrange the children to make another sentence with the same words, e.g. *Dad said here I am.* Children should read out their words to see if the sentence makes sense.
- In pairs or threes put sentence cards into yes/no piles according to whether the cards make sense, e.g. *I like cats; dog the up*, etc.
- Investigate cards on which the high frequency words of a rhyme are written, e.g. **Here am I, little jumping Joan**. Make a poster of the rhyme leaving spaces for the words. The children put their word cards in the right places.
- Each child or group make up a sentence about themselves which the teacher writes on a card. Children can take this home to read. The next day they cut up the sentence into individual words, and reassemble it. They can put it together incorrectly and see if they can read it.

Relevant published materials/resources

We're Going on a Bear Hunt, M. Rosen (Walker). **Bears in the Night,** Stan Berenstain (Collins). **Dan the Flying Man**, Story Chest (Kingscourt). **My World** software (SEMERC). **First Keys to Literacy** (Widgit Software).

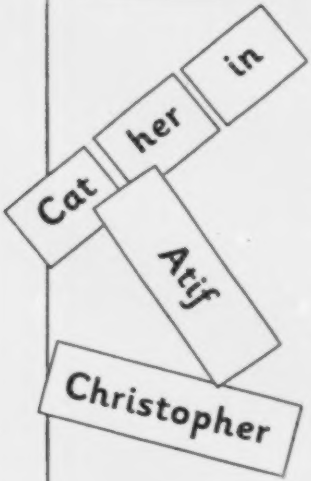
NLS Activity Resource Sheet

Year	R
Term	
Strand	W 8

Objectives

Word recognition, graphic knowledge and spelling: to read and write own name and explore other words related to the spelling of own name.

Activities

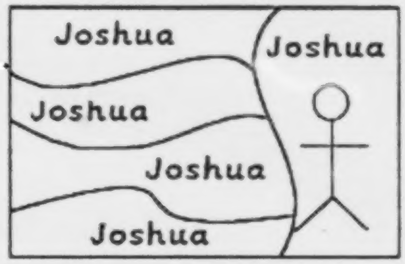


Class

- Focus on children's names on their trays, coat pegs, in group lists.
- Make name cards. All names should be written in the same size of print, so children can talk about how long cards show long names, etc. They could trace over their names.
- On entering the classroom in the morning, each child could find his/her name card and place it on a registration chart under the correct initial letter. At the end of school, children return their names to the box.
- Choose two or three children with dissimilar looking names (length, shape), e.g. *Christopher, Atif, Polly.* Clap the syllables in each name; discuss the length of each name; ask the children to count the letters; compare initial letters and discuss capitalisation (use letter names rather than phonemes to avoid confusion with names such as *Chantal, Celia, Christopher*); look for letters in the names which are common.
- Find other words in names, e.g. *Andrew - An, And, drew; Catherine - Cat, her, he, the, in,* using magnetic letters.

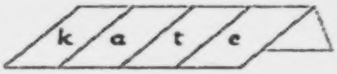
Group

- Play pairs games using two sets of name cards. If they are a pair they keep them; if not turn them back over.
- Group name cards with same initial letter or final letter.
- Match name cards to photos of children.
- Use jigsaws and name flaps (see opposite).
- Ask children to cut out words in magazines which start with the same letter as their name. They could make a scrap-book.
- Make a child's name with plastic letters, shuffle and ask the child to reorganise. If the child's name is long, make the name and take away two letters at the beginning; the child then replaces them in the correct order. Then take away three, and so on.



JIGSAW
Child writes name in a different colour. Cut into irregular pieces.

NAME FLAP
Fold card along top. Cut out individual letters. Draw picture and initial letter inside.



Relevant published materials/resources

Reading Recovery, Marie Clay (Heinemann).

NLS Activity Resource Sheet

Year	R
Term	
Strand	W 10

Objectives

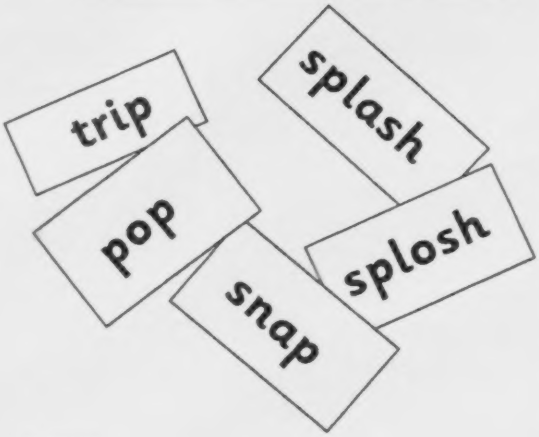
Vocabulary extension: new words from their reading and shared experiences; to make collections of personal interest or significant words and words linked to particular topics.

N.B.
Some of this work needs to be linked to a class visit, e.g. to a farm. Take photographs of the captions, words and directions that the children notice as you all walk around the farm.

Activities

Class

- Extract significant words from a text during Shared Reading, words which the children think look or sound interesting, e.g. onomatopoeic words, **stumble, trip, splosh**. Children should be encouraged to bring words from home to add to the word bank.
- Investigate books related to the class topic, e.g. **The Honey Bee**. If possible illustrate the words and display on posters. Make opportunities to refer to the poster during and after the topic has finished.
- Before the farm visit, remind the children of the class visit. Ask them, *What do we know about the farm?* Brainstorm words and scribe the answers.
- Suggest categories and also use the children's suggestions, e.g. animals/not animals.
- Write the words onto cards and use these to sort into different categories. This could also be a group activity.
- Compare what they suggested with any new words found during the visit, e.g. *Beware of the Bull*, or in texts.



Group

- Make individual collections of personal words such as names of family members, pets, friends, addresses, hobbies, etc. Make into a book over time and illustrate.
- After a farm visit, each group could make its own topic-related word bank folder, illustrating each word on a card.
- Play matching games, e.g. *Pairs, Bingo.*
- Match a selection of word bank cards to the topic word wall, using velcro pads to attach and remove them.
- Use the topic words and key words to make sentences, possibly using soft toys as a stimulus, e.g. *Percy Pig picks primroses.*

Relevant published materials/resources

The Honey Bee, Eating Plants, All Aboard (Ginn). **Mig the Pig,** Colin and Jacqui Hawkins (DK Family Learning). **The Farm Concert**, Story Chest series (Kingscourt). A collection of soft-toy farm animals.

Games to play

The Tray Game - Beginnings

- You need a tray of four objects, each beginning with **sss,** e.g. *sweets, scissors, stone.*
- Collect some other objects beginning with **sss**, and some beginning with other phonemes, e.g. *mug, fork, candle, pencil.*
- Ask the children to name each object on the tray.
- Repeat each name, sustaining the first sound, e.g. *sssaucer, sssock.*
- Ask the children to repeat after you.
- Ask which sound they all start with. Help the children, as necessary, until they all say **sss**. Establish that the tray of objects is called the **sssss tray**.
- Now the children can examine the reserve objects which may or may not begin with **sss**.
- They should name each object and can be helped to exaggerate the first sound to determine whether it belongs to the **sssss tray** or not.
- Note that it is not necessary at this stage to know what the non-**sss** words start with.

Simon Says Special

- Ask the children what they can hear at the beginning of *Simon* and *Says.*
- Tell them that Simon is going to tell them what to do and they must do it.
- Say: *Simon says put your hands on your heads.*
- Give them two more instructions.
- Tell them that children with other names such as Susan, Steven, Martha, Sanjay, Peter, Gareth are now going to give them instructions.
- If the name of the person giving the instruction begins with **sss** the children should do it, but if not, they should not, e.g. if Peter says **Stand up**, ignore it because Peter does not start with **sss**.

Teaching the Puppet

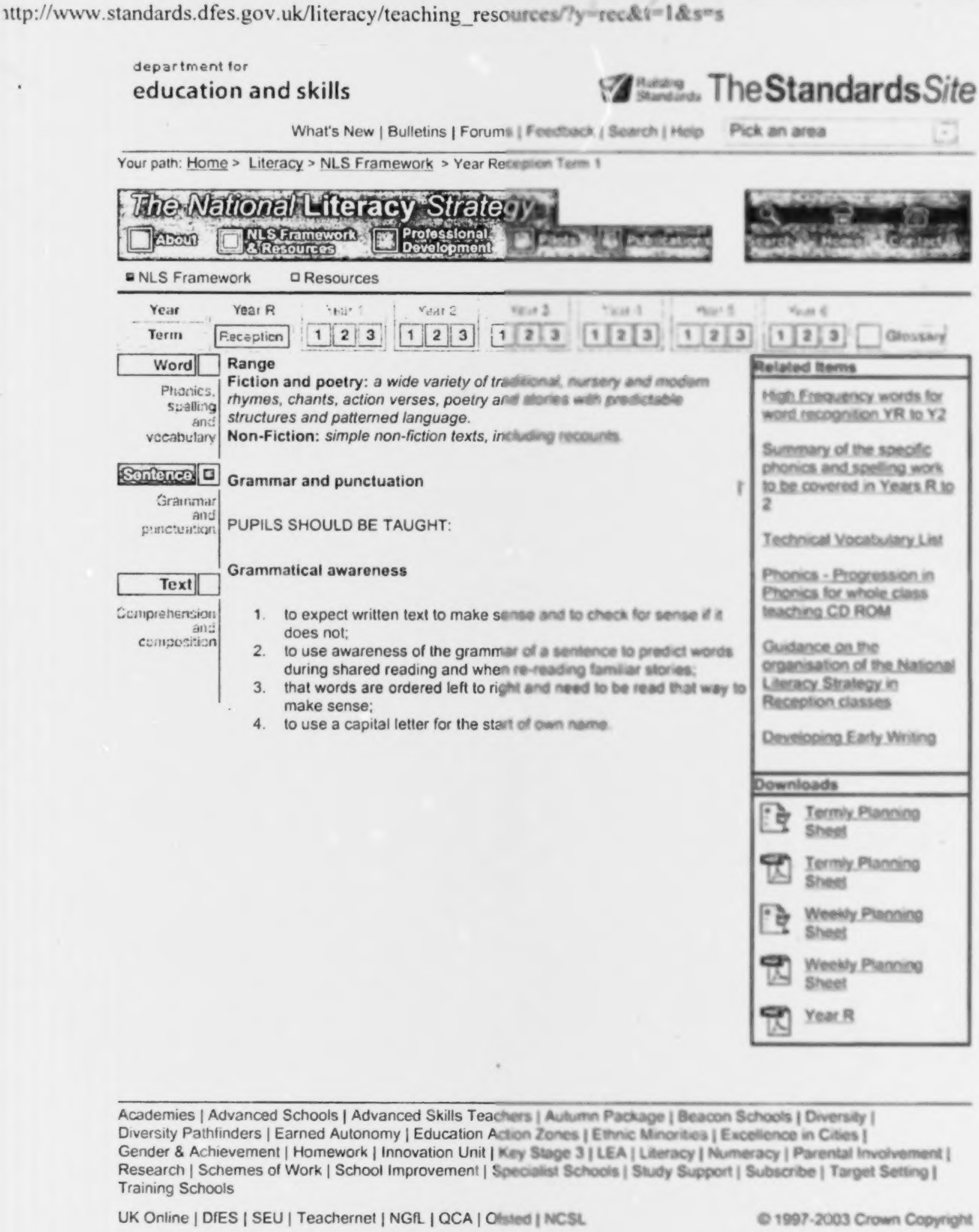
- You need a puppet and a bag of objects beginning with the same phoneme.
- A child is invited to take something from the bag and teach the puppet what it is called. He/she tells the puppet what the object is.
- The puppet (you) attempts to repeat the word after him but gets the first sound wrong, e.g. if the object is a **sock**, the puppet says **lock**.
- The child and the class repeat **sock** emphasising the initial sound until the puppet says it correctly.
- The game can also be played with a bag full of objects beginning with objects starting with different phonemes.

I
you
he
she
it
we
they
mum
dad

cat
dog
day
a
the
am
is
are
was

my	come
this	going
look	went
go	said
see	me
like	big
play	all
get	to
yes	in

up	
of	
at	
for	
on	
away	
no	
and	
can	



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Your path: Home > Literacy > NLS Framework > Year Reception Term 1

The National Literacy Strategy

■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.*
Non-Fiction: *simple non-fiction texts, including recounts.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to expect written text to make sense and to check for sense if it does not;
2. to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories;
3. that words are ordered left to right and need to be read that way to make sense;
4. to use a capital letter for the start of own name.

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Guidance on the organisation of the National Literacy Strategy in Reception classes

Developing Early Writing

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year R

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ■
Comprehension and composition

Range
Fiction and poetry: *a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.*
Non-Fiction: *simple non-fiction texts, including recounts.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Reading
Understanding of print

1. through shared reading:

- to recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers;
- that words can be written down to be read again for a wide range of purposes;
- to understand and use correctly terms about books and print: *book, cover, beginning, end, page, line, word, letter, title;*
- to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words;

Activity and Worksheets

YR T1 Track the text
YR T1 Words
YR T1 Writing and drawing
YR T1 Books 1
YR T1 Books 2
YR T1 Printed and handwritten words

Reading Comprehension

2. to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
3. to re-read a text to provide context cues to help read unfamiliar words;
4. to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says';
5. to understand how story book language works and to use some formal elements when re-telling stories, e.g. *'Once there was ...', 'She lived in a little ...', 'he replied ...'.*
6. to re-read frequently a variety of familiar texts, e.g. big books,

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

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Developing Early Writing

Downloads

Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year R

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story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;

7. to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence;

Activity and Worksheets
YR T7 Re-enact, re-tell and recount

8. to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. *"I'm a troll...", "You can't catch me I'm the Gingerbread Man..."*, speech-bubbles, italicised, enlarged words;
9. to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded;

Activity and Worksheets
YR T9 Story structures

10. to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;

Writing
Understanding of print

11. through shared writing:

- to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
- to understand that writing remains constant, i.e. will always 'say' the same thing;
- to distinguish between writing and drawing in books and in own work;
- to understand how writing is formed directionally, a word at a time;
- to understand how letters are formed and used to spell words;
- to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;

Activity and Worksheets
YR T11 Distinguish between writing and drawing
YR T11 Label the face

Composition

12. through guided and independent writing:

- to experiment with writing in a variety of play, exploratory and role-play situations;
- to write their own names;
- to write labels or captions for pictures and drawings;
- to write sentences to match pictures or sequences of pictures;
- to experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription;

Activity and Worksheets
YR T12 Role play

13. to think about and discuss what they intend to write, ahead of writing it;
14. to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution,

extension, and through shared composition with adults;

Activity and Worksheets
YR T14 Use stories and poems for own writing

15. to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

Activity and Worksheets
YR T15 Writing

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 1

Objectives

To track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words.

Activities

Class

- Model the activity with the use of a pointer using an enlarged text.
- Take sentences from the text and form human sentences or use a large 'breakthrough stand'. Children should use the pointer to read back.
- Read around the room using a pointer.

Group

- Use story folders to make sentences and read them back to the group.
- During Guided Reading, focus on pointing to words with known text, e.g. **Jack and Jill**.
- Use carefully selected talking stories on a computer where the word read is highlighted.
- Cut up sentences. Each child dictates a sentence, the teacher scribes, cuts it into pieces and the child puts it back in the correct order.
- Make maximum use of the familiar book basket as a resource, as it will contain known, familiar texts, e.g. nursery rhymes, class book songs, child's own book, familiar books read previously and re-told from memory.
- Follow taped stories, with the instruction: *Point to the words as you listen.*
- Use video stories with text shown, e.g. words and pictures are reinforced.

Jack and Jill

went up the hill

to

fetch a pail of

water.

Which way do I go?

Plenary

- Individuals could demonstrate how to read around the room, e.g. choose their favourite wall.
- The group reconstructing their sentences could demonstrate how quickly they can do this. Have the class time the group by counting.
- Teachers can assess individuals or groups by saying: *Show me again where to start reading. Which way do I go? How do I make the words match?*

Relevant published materials/resources

Talking Stories software (Sherston). **Oxford Reading Tree Talking Stories** (OUP).

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 1

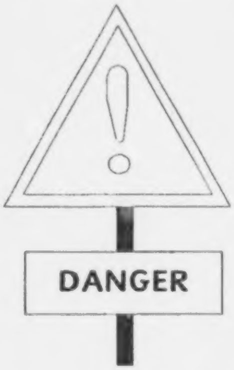
Objectives

To recognise printed and hand-written words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers.

Activities

Class

- Take the class on a Language Walk.
- Point out print in the environment. Talk about the signs, symbols and labels you can see.
- Use a range of early strategies, i.e. initial letters, shapes of words, reading pictures, prediction, context, to encourage recognition.



Lets go for a walk!
Where shall we go?
to the park,
around the school,
to the supermarket,
to the headteacher's room,
down the road.

Group

- Make cards for the children to play matching games with signs, symbols and labels, relating to the types of labels they have seen on their walk.
- Ask the children to make signs and labels for the classroom in a similar style to those they saw on their walk, e.g. entry signs, warnings, instructions for use.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 1

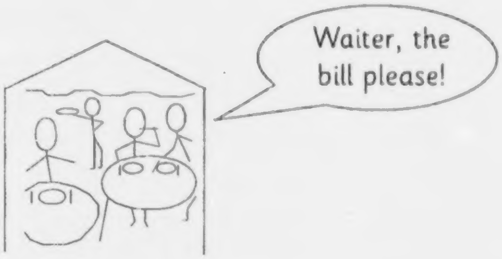
Objectives

To recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, adverts, newspapers.

Activities

Class

- Explain that you are setting up a new role-play area, e.g. a cafe, and provide every opportunity to involve the children in its planning and development. Talk about what you might find in a cafe.
- If possible, plan a visit to a cafe. Draw attention to examples of print.
- In a Shared Writing session decide collaboratively on appropriate signs and labels.


Waiter, the bill please!

N.B.
It is important to draw children's attention to many types of environmental print, emphasising the purpose and audience.
This can be provided through structured role-play.

Group

- During their time in the role-play area give the children clear tasks to encourage the purposeful use of print, e.g.
Change the menu in the cafe.
Order a meal.
Write a cheque to pay the bill.
Advertise a new dessert on the menu.

Some suggestions for role-play areas

Specific shops - shoe shop, grocers, supermarket.
Services - doctors' surgery, baby clinic, garage, hairdresser, cafe, library, travel agency, museum, factory, airport, railway station, post office, laundry, school.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 1

Objectives

To understand and use correctly terms about books and print: *book, cover; beginning, end, page, line, word, letter, title.*

Activities

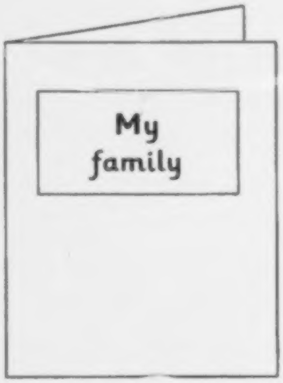
N.B.
This is also a good opportunity to introduce the term *non-fiction* for information and *fiction* for a story.

Class

- Make a simple, folded A4 book. Ask the children to think of a title, e.g. *My Family*, and to design the front cover. These could then be written in shared or individual writing sessions.
- Ask the children to classify books, e.g. after a farm visit, find four books with animals on the cover. Ask, *Which are fiction? Which are non-fiction? How can you tell?*

Group

- Children could continue making their own A4 books individually or in pairs. Have strips of paper, squares of coloured paper, etc. already cut out for the children to paste into position.



Relevant published materials/resources

Discovery Worlds Literacy Lessons (Heinemann).

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 1

Objectives

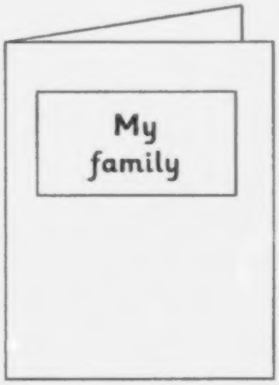
To understand and use correctly terms about books and print: *book, cover, beginning, end, page, line, word, letter, title.*

Activities

N.B.
This is also a good opportunity to introduce the terminology *non-fiction* for information and *fiction* for a story.

Class

- Using a shared Big Book, feign ignorance, e.g. hold the book upside down; start with the back facing; pretend not to know where to start reading. Encourage the children to correct your mistakes.
- Ask direct questions, e.g. *Who can show me where to start reading?, Which way do I go?*
- Encourage prediction from the title and cover. Ask, *What do you think the book will be about?*
- Use the correct terminology from the beginning and provide opportunities to use the correct terminology in context.



Group

- Make a simple information book, e.g. folded A4 paper. Ask the children to think of a title, e.g. *My Family*, and to design the front cover. These could then be written in shared or individual writing sessions.
- Ask the children to classify books, e.g. after a farm visit find four books with animals on the cover. Ask, *Which are fiction? Which are non-fiction? How can you tell?*

Relevant published materials/resources

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 7

Objectives

To use knowledge of familiar texts to re-enact or retell to others, recounting the main points in correct sequence.

Activities

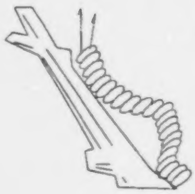
Class

- Choose a familiar story. Start group retelling session by asking *How does this story start?*
As children proceed through the story, prompt them to identify any points at which events are omitted or put in the wrong order, and to correct them:
Have we forgotten something there?
Is that what happened next?
- Support and prompt retelling with:

> - pictures, e.g. of characters, places, objects. Cut-outs can be moved around on a felt or magnetic board to establish the sequence of events; pictures drawn on OHP transparency can be gradually revealed as the story proceeds, e.g. for **The Great Big Enormous Turnip**;
> - artefacts from the story;
> - a picture map on which the route taken by the main character can be marked;
> - mime. Encourage children to mime the action and make appropriate sounds as you retell or read the story, e.g. for **We're Going on a Bear Hunt** .

Group

- Give children a set of simple pictures to sequence in story order, e.g. places Rosie passes in her walk; animals Frog meets in his search for a home. Use these as support for retelling.
- As above with objects, real or models, e.g. plasticine models of the things that the boy is supposed to buy in **The Shopping Basket** or of what **The Very Hungry Caterpillar** eats. Children could make these. They could be displayed with labels to represent the story.



- As above with words, phrases or sentences written on cards.
- Give children 'blank' map of story setting, e.g. Rosie's farmyard. Ask children to discuss and mark a route followed by characters; or move cut-out characters around the map as they retell the story.

Plenary

- Groups and individuals present their retellings to the rest of the class.

Relevant published materials/resources

Rosie's Walk, Pat Hutchins (Puffin). **The Very Hungry Caterpillar**, Eric Carle (Puffin).
We're Going on a Bear Hunt, Michael Rosen (Walker).

NLS Activity Resource Sheet

Year	R
Term	
Strand	T9

Objectives

To be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.

Activities

Class

- During Shared Reading encourage children to predict and deduce. What might have happened?
- Discuss different options for the next event in a story. Which seems most likely?
- Discuss why events happened.
- Use story vocabulary and encourage children to use terms such as:

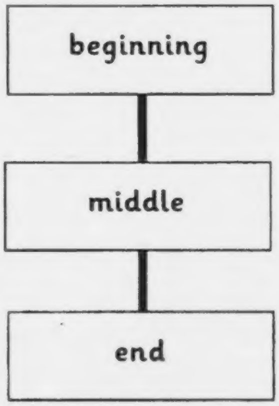
beginning,
ending,
story,
characters.

- Draw attention to similar story structures. Discuss main events and recall sequence.

Group

- Draw a sequence of events from a story.
- Sequence pictures from a 'cut-up' picture book.
- Sequence real events in Shared Writing or through drawing.
- Discuss and collect possible events, beginnings and endings.
- Change events or endings to well-known tales for fun.
- Re-tell known stories.
- Use familiar story structure to create a new story.

For instance using **Owl Babies** by Martin Waddell as a base for own/group story about *Bear babies.*



Relevant published materials/resources

Owl Babies, Martin Waddell (Walker Books).

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 11

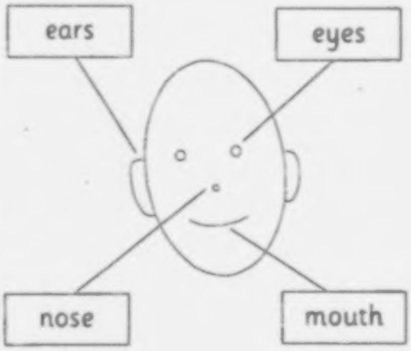
Objectives

To distinguish between writing and drawing in books and in own work.

Activities

Class

- Using Big Books during Shared Reading, ask direct questions, e.g. *Can you show me a word? Where are the words? Where is the picture? What kind of picture is this?* i.e. photograph, drawing, diagrams.
- Discuss what the children can tell from the pictures. Point out examples where the words confirm what is in the pictures.
- Provide a range of different visual sources available in the classroom, e.g. pictures, charts.
- In Shared Writing, the children can decide on labels for the pictures around the room.



N.B.
Young children may not understand the conventions of labelling diagrams and may confuse the meaning of the line which links words to the diagram. They may see this line as part of the diagram or word.
The use of a different material, e.g. thread, or colour, can help make the function of this line clearer to them.

Group

- Provide sheets with clearly defined areas for writing and picture or use Photocopiable Resource Sheet A.
- Provide some diagrams, e.g. body parts, the face, or use Photocopiable Resource Sheet B. The children write the labels.
- The children write labels for their own drawings.
- Make picture-only accounts of events.
- Add words to wordless non-fiction books, e.g. some board books can have captions or labels added, *This is a house.*

Relevant published materials/resources

Big wordless books, e.g. **Collins Primary English Big Book** (Collins Ed.), **Nine to Five Infoactive** (Collins). Use Big Books which have photographs, drawings and diagrams, e.g. **The Book Project** (Longman), **All Aboard** (Ginn), **Oxford Reading Tree** (OUP) and non-fiction Big Books, e.g. **Infoactive** (Collins Educational), **Reading Science** (Nelson), **Discovery World** (Heinemann).

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 12

Objectives

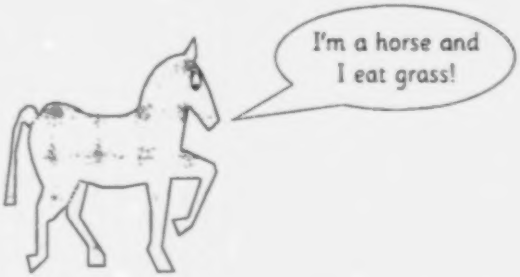
To experiment with writing in a variety of play, exploratory and role-play situations.

Activities

Class

- Encourage the children to retell the story of the visit. Model the sequence of the story, e.g. *What did we do first?* pulling out key words.
- Ask, *What did you think you were going to see?, What did you see?, Were you surprised?.*
- In Shared Reading look at stories and non-fiction texts related to a farm visit.

N.B.
This activity relates to a class visit, e.g. to a farm (links with **YR W11**).
All writing activities are preceded by extensive work with whole class. Most of this will be oral work often with the teacher as scribe.
The group task should be structured to allow children to communicate ideas to lots of audiences.
Group and individual writing must be aided by *Breakthrough*, word banks or similar support materials.


I'm a horse and I eat grass!

Group

- Ask the children to draw or paint a picture of the most important event which happened during the visit.
- Give the children a selection of photographs to sequence and add their own captions. These can then be made into a group book.
- The children use photographs or their own paintings of animals and add speech bubbles.
- Using soft toys, each child takes on the role of an animal, and tells the group facts about itself.

Plenary

- The children share their paintings and drawings of the most important event.
- The class decide on captions and sequencing. The teacher scribes captions for the pictures.

Relevant published materials/resources

The Farm Concert, Story Chest series (Kingscourt). **The Life of a Duck,** Magic Bean In-Fact (Heinemann). **Who's in the Shed?** Literacy Links (Kingscourt). **Farmer Duck,** Martin Wadell (Walker Books). A collection of soft toy farm animals.

Name:
Date:

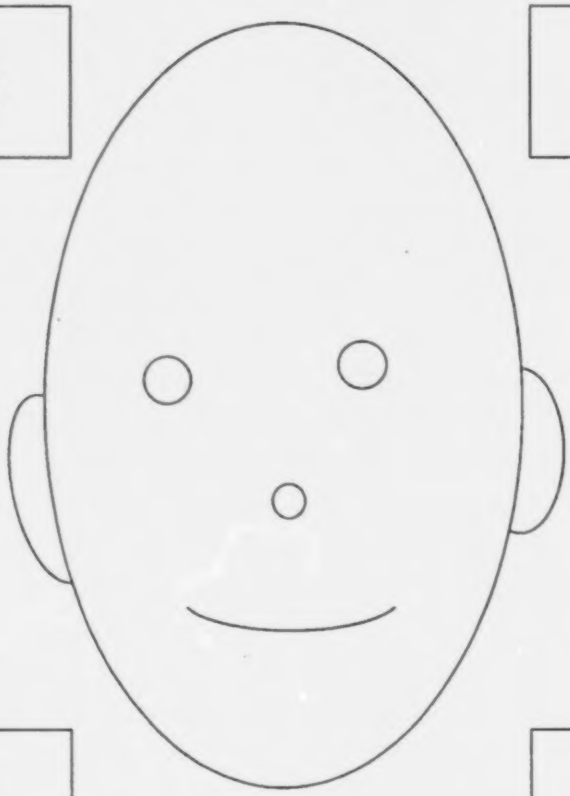
Label the face!

Use a ruler to join the labels to the correct parts of the face.

ear

eye

nose



ear

eye

mouth

Colour your picture and design a hairstyle for the character.

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 14

Objectives

To use experience of stories, poems and simple recounts as a basis for own writing, e.g. retelling, substitution, extension, and through joint composition with adults.

Activities

Class

- Choose a story with a repeating pattern, e.g. **Peace At Last** for Shared Reading. Talk with children to identify the repeated elements (in this case, place and sound), and then to invent additional episodes. *Where else could Mr Bear go? What noise might keep him awake there?* Retell/scribe these new episodes for the children, following the language patterns in the story.
- Read or remind children of the ending of a story they know, and ask:

> *What if the story carried on?*
> *What do you think might happen?*

This works best with naturalistic stories, e.g. Shirley Hughes' **Alfie** stories, rather than patterned ones with very conclusive endings. Retell and/or scribe these continuations for the children.

- Create a completely new story modelled on one with a strong, simple pattern, e.g. **A Dark Dark Tale**. How would the story progress if children were recounting a search in their school? What would the object of the search be? Retell and/or scribe.

Group

- Retell a favourite moment from the story in picture(s) and caption(s).
- Divide a patterned story into episodes; groups illustrate/write an episode each; join them together to make a wall frieze or book.
- Retell the story, or part of it, as a strip cartoon or concertina book, with a given number of frames/pages; children could write text as captions and/or speech bubbles.
- Ask children to write/illustrate their own additional episodes.
- Draw pictures and write labels for a map representing events of a story with a journey structure.

Fee, Fi, Fo, Fum ...

Plenary

- Children read or orally recount their retellings or new versions.

Relevant published materials/resources

Peace at Last, Jill Murphy (Macmillan). **Alfie Gets in First** and other **Alfie** stories, Shirley Hughes (Red Fox). **A Dark Dark Tale**, Ruth Brown (Red Fox).

NLS Activity Resource Sheet

Year	R
Term	
Strand	T 15

Objectives

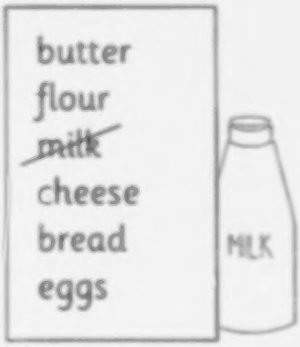
To use writing in a variety of other ways e.g. incorporating it into play activities (links with **YR T4**).

Activities

N.B.
The teacher needs to identify the kind of writing wanted in the structured play activities and to provide resources for this.

Class

- In Shared Writing, model the style of writing to be encouraged in the appropriate context, e.g. for a class shop, bring in a shopping list and discuss its purpose.



Group

- Provide resources in the role-play area which give opportunities for writing in the appropriate style, e.g. paper and pencils for making lists.
- Provide task cards, e.g. for a shopping role-play activity; *make a shopping list for tea; six people are coming to your party; buying Christmas presents for your family.*
- Design signs for the shop, e.g. open/closed, entry signs.
- Design food and drink packaging and carrier bags.

Plenary

- Look at the types of lists and labels the children have made, identifying the characteristics of this style of writing, e.g. setting out lists vertically in note form.

Relevant published materials/resources

Books (fiction/non-fiction), for the role-play area relating to the focus, e.g. a shop or supermarket. Fiction – **Going Shopping**, Sarah Garland (Puffin). **Don't Forget the Bacon,** Pat Hutchins (Puffin).

Name:
Date:

Writing and drawing

YEAR 1 TERM 1

Range

Fiction and poetry: *stories with familiar settings; stories and rhymes with predictable and repetitive patterns.*

Non-Fiction: *signs, labels, captions, lists, instructions.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 from YR, to practise and secure the ability to rhyme, and to relate this to spelling patterns through:

- exploring and playing with rhyming patterns;
- generating rhyming strings, e.g. *fat, hat, pat;*

2 from YR, to practise and secure alphabetic letter knowledge and alphabetic order;

3 from YR to practise and secure the ability to hear initial and final phonemes in CVC words, e.g. *fit, mat, pan;*

4 to discriminate and segment all three phonemes in CVC words;

5 to blend phonemes to read CVC words in rhyming and non-rhyming sets;

6 to represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets;

Word recognition, graphic knowledge and spelling

7 for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;

8 to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;

9 to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1;

10 to recognise the critical features of words, e.g. length, common spelling patterns and words within words;

11 to spell common irregular words from Appendix List 1;

Vocabulary extension

12 new words from reading and shared experiences, and to make collections of personal interest or significant words and

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to expect written text to make sense and to check for sense if it does not;

2 to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;

3 to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets;

4 to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order;

Sentence construction and punctuation

5 to recognise full stops and capital letters when reading, and name them correctly;

6 to begin using the term *sentence* to identify sentences in text;

7 that a line of writing is not necessarily the same as a sentence;

8 to begin using full stops to demarcate sentences;

9 to use a capital letter for the personal pronoun *'I'* and for the start of a sentence.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and poetry

Reading comprehension

1 to reinforce and apply their word-level skills through shared and guided reading;

2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;

3 to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;

4 to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read;

5 to describe story settings and incidents and relate them to own experience and that of others;

6 to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme;

7 to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets;

Writing composition

8 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

9 to write about events in personal experience linked to a variety of familiar incidents from stories;

10 to use rhymes and patterned stories as models for their own writing;

11 to make simple picture storybooks with sentences, words linked to particular topics;

Handwriting

13 to develop a comfortable and efficient pencil grip;

14 to form lower case letters correctly in a script that will be easy to join later.

modelling them on basic text conventions, e.g. cover, author's name, title, layout;

Non-fiction

Reading comprehension

12 to read and use captions, e.g. labels around the school, on equipment;

13 to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks;

Writing composition

14 to write captions for their own work, e.g. for display, in class books;

15 to make simple lists for planning, reminding, etc.;

16 to write and draw simple instructions and labels for everyday classroom use, e.g. in role play area, for equipment.

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *stories with familiar settings; stories and rhymes with predictable and repetitive patterns.*

Non-Fiction: *signs, labels, captions, lists, instructions.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Phonological awareness, phonics and spelling

1. from YR, to practise and secure the ability to rhyme, and to relate this to spelling patterns through:
   - exploring and playing with rhyming patterns;
   - generating rhyming strings, e.g. *fat, hat, pat;*

Activity and Worksheets

Y1 T1 W1 Phonological awareness

2. from YR, to practise and secure alphabetic letter knowledge and alphabetic order;
3. from YR to practise and secure the ability to hear initial and final phonemes in CVC words, e.g. *fit, mat, pan;*
4. to discriminate and segment all three phonemes in CVC words;
5. to blend phonemes to read CVC words in rhyming and non-rhyming sets;

Activity and Worksheets

+----

Y1 T1 W5 Reading CVC words
Y1 T1 W5 Onset-rime 2
Y1 T1 W5 A word wheel
Y1 T1 W5 Onset-rime matrix

6. to represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets;

Activity and Worksheets

Y1 T1 W6 Writing CVC words

Word recognition, graphic knowledge and spelling

7. for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;
8. to read on sight other familiar words, e.g. children's names,

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 1 Term 1
Year 1 Term 2
Year 1 Term 3

BEST COPY AVAILABLE

equipment labels, classroom captions;

9. to read on sight approximately 30 high frequency words identified for Y1 and Y2 located in the Resource Area;
10. to recognise the critical features of words, e.g. length, common spelling patterns and words within words;
11. to spell common irregular words from the list of high frequency words;

Vocabulary extension

12. new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

Activity and Worksheets
Y1 T1 W12 Vocabulary extension

Handwriting

13. to develop a comfortable and efficient pencil grip;
14. to form lower case letters correctly in a script that will be easy to join later.

NLS Activity Resource Sheet

Year	1
Term	1
Strand	W 1

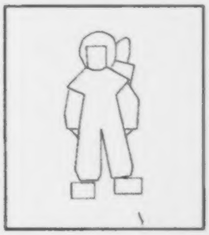
Objectives

Phonological awareness, phonics and spelling: from **YR**, to practise and secure the ability to rhyme, and to relate this to spelling patterns through: exploring and playing with rhyming patterns; generating rhyming strings, e.g. *fat, hat, pat.*

Activities

N.B.
The following specific aural/oral activities are recommended for the Reception year (**W2** and **W3**). They should form a model for similar activities, as required, for **Y1**.

- Refer to **Activity Resource Sheets R W2** and **W3** for activities. New activities on this sheet focus on moving into print.



rusty
robot

Class

- Make a class alliteration book of one phoneme/grapheme, e.g. 'r'. The children think of something beginning with 'r', e.g. *robot.* They then think of a word beginning with the same letter to describe the robot: *rusty robot,* and then think of what the *rusty robot* is doing: *rusty robot runs.* A few children are delegated to draw an accompanying picture. On the next page another 'r' object does something, and so on.
- Use the enlarged text of a rhyme in which the majority of the rhymes share the same spelling pattern (e.g. *bed* and *red,* **not** *said* or *head*). Once the children know the rhyme off by heart, ask them to 'read' it while you point to the words. Underline the rhyming words. Do this with a number of the rhyming couplets. The children should begin to notice that the rhyming words share the same letter pattern. If they do not, choose a rhyming couplet and ask a child to make one of the rhyming words with magnetic letters.

Group

- Focus on a limited number of rhymes at a time so that children can become completely familiar with them. The children can search for more words around the room, in their books, at home, which have the same letter pattern and see if they rhyme. They can also think of words which rhyme with the target word and find out if they are spelt in the same way.
- The **-ay** rime occurs every day in the date and also occurs very often in rhymes. A particularly good one is **Five brown eggs** from **This Little Puffin** to the tune of *Five currant buns in a baker's shop.* Write it on a large sheet of paper and laminate it if possible.
- You can make up a silly song quite quickly using a rhyming pattern. Base it on a familiar tune, e.g. **The wheels on the bus**: *The ducks in the pond swim in and out,* or a partner clapping a rhyme, e.g. *Make her a cake, Bake her a cake ...*
- Once children have 'found' a number of rhyming words, they can build a bank of them and use them in the ways suggested in **Y1 T1 W12**.

Relevant published materials/resources

See suggested books on **Reception Activity Sheets**. **First Keys to Literacy** (Widgit Software). **This Little Puffin,** Elizabeth Matterson (Puffin). **Slide Down the Rainbow,** Pathways (Collins). **Developing Literacy Skills - Spelling** (Harlequin).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	W 5

Objectives

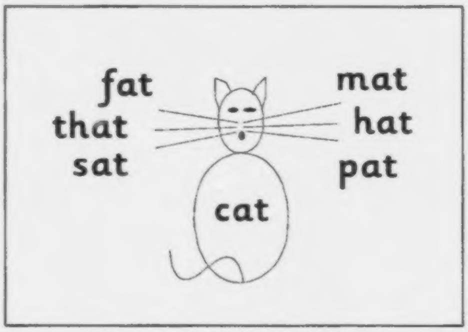
Phonological awareness, phonics and spelling: to blend phonemes, to read CVC words in rhyming and non-rhyming sets.

Activities

N.B.
This work builds on activities in **W1 and 4.**

Group

- Rhyming word banks can be built as a wall frieze, displayed in an interesting way, e.g. inside a bell could be words such as *well, tell, fell*; 'cat' words could radiate from the whiskers of a cat.
- The children can make split-page books using their rhyming words.
- The children can make their own word wheels and word slides using the sets of rhyming words they have gathered. See the Photocopiable Resource Sheets. The children can then copy the words with the onsets on to one part of the wheels/slide and the common rime on the other, or can be given sticky labels with the words printed on, cut the words up and stick the parts in place. The children can then take them home and demonstrate their reading, swap with each other, etc.
- The children can make a cube game using their rhyming words. Old plastic or wooden blocks are easiest to modify. The children stick two/three examples of each rime on one cube, and six onsets on the other cube. They throw the cubes and see which words are made.
- If some of the resulting 'words' are meaningless, the children can invent and draw an animal/space creature for that word and write its name beside it.
- Make lists of rhyming families which can go together - see the Photocopiable Resource Sheet.



Plenary

- Children bring the words they have found, present some of the gadgets they have made with the words, share the pictures they have drawn of 'new' animals, chant some of the jingles they have made.
- At class and group level, give the children opportunities to re-read the books and posters from which they derived the words that they have been reinforcing through word wheels, games, etc., thereby ensuring that they continue to realise the meaningful object of reading. Where possible the class should have a number of copies of certain key books in addition to an enlarged text. These books may be used for group and paired reading and for reading at home.

Relevant published materials/resources

Pat the Cat and **Zug the Bug**, Colin and Jacqui Hawkins (DK Family Learning). **Rhymeworld** (Heinemann). **PAT Beginners Book**, Jo Wilson (University of London Educational Psychology Publishing).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	W 6

Objectives

Phonological awareness, phonics and spelling: to represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets.

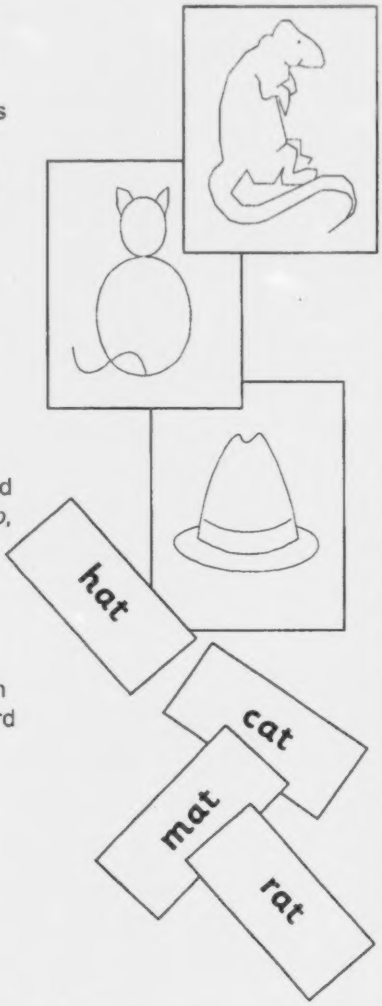
Activities

Class

- Use a guided (modelled) writing session. Focus on spelling rather than content in this session. It may be appropriate to write a rhyme the children all know so that they concentrate on the words, such as the first 4 lines of *I had a little husband.* See the Photocopiable Resource Sheet. Knowing the phonemic capabilities of each child, the teacher can ask those who can only identify initial phonemes to provide them, those who can hear medial vowels to provide those, etc. This can be done with magnetic letters or the teacher can scribe. This is a model for the children's independent writing. Those children who are able to hear more in a word than simply the initial phoneme may be encouraged to use more letters in their writing.

Group

- Match pictures to letters according to their final phoneme or medial vowel. Commercial games and activities include: sorting and matching games, track games, beginning-and-end *Dominoes*, *Snap*, *Donkey*, etc.
- Use reinforcement worksheets in which children map from pictures to letters. See the Photocopiable Resource Sheet.
- Spelling by analogy. Make resources with pairs of rhyming pictures with the same letter-string, e.g. *cat* and *mat*; one has the word written underneath and the children write the word underneath the others. See the Photocopiable Resource Sheets for further word lists for teacher reference.
- Handwriting practice can reinforce letter strings.



Relevant published materials/resources

The Spelling Book, L. Huxford (Stanley Thornes). **Developing Literacy Skills - Spelling** (Harlequin). **Helping Children with Reading and Spelling,** Rea Reason and Rene Boote (Routledge). Software: **Writing With Symbols** and **First Keys to Literacy** (Widgit Software).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	W 12

Objectives

Vocabulary extension: new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics.

Activities

Class

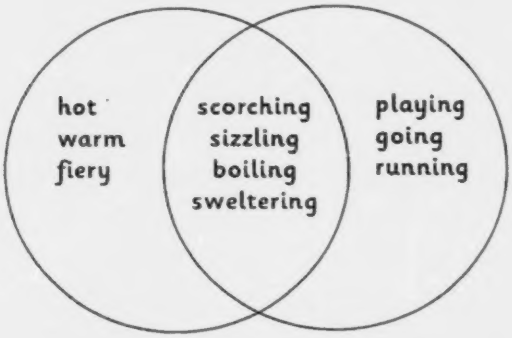
- Collect interesting words from books during Guided/Shared Reading (fiction/non-fiction) which children might want to remember for the future. These can be collected in a list on the wall and used later for a number of purposes.
- The children and teacher together can make up songs based on a familiar tune, e.g.

Here we go round the mulberry bush

to incorporate words which need practice:

Verse 1 On Monday the farmer ploughs the field
Verse 2 On Tuesday the farmer

- Words can be displayed in bricks in a wall, or as a web.
- Class topic books can be made or topic alphabet books/friezes.

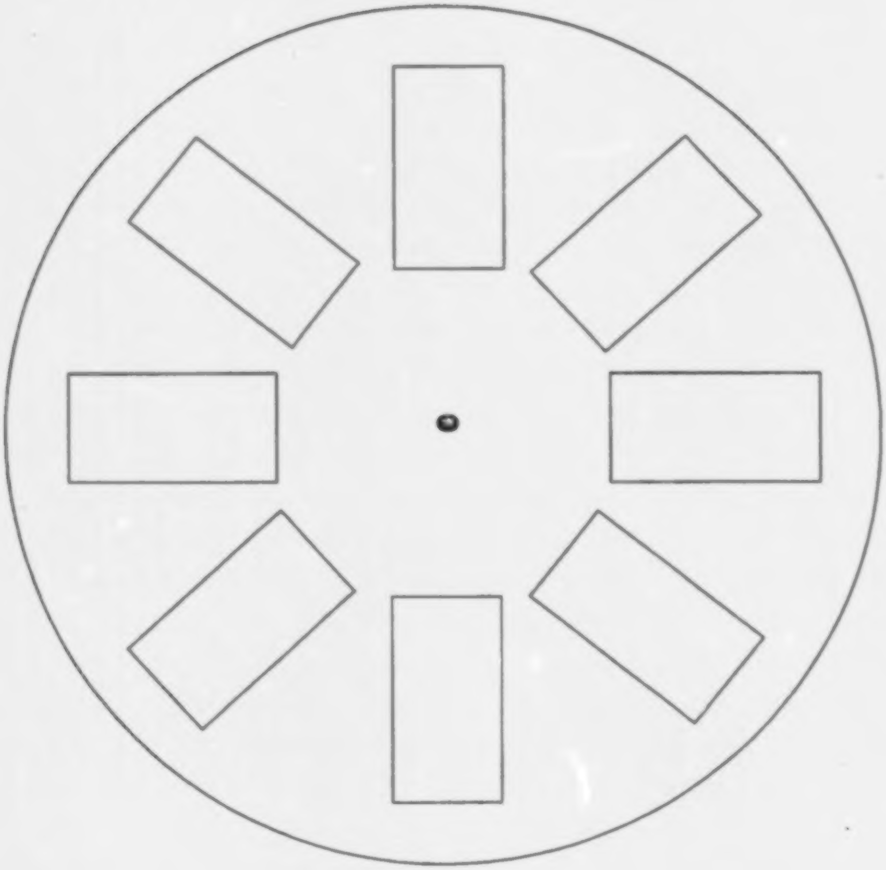


Group

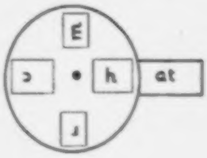
- Word sorts (two-, three-, four-letter words, words beginning with the same letter, words which are connected by topic). One group of children could sort them and another group guess what criteria they have sorted them by. Display words in hoops, overlapped (as in a Venn diagram) indicating words in two categories.
- Make personal collections of words in an individual small book, names of family and friends, words to describe their house, pets, etc.
- Collect words from a talking word processor printout.

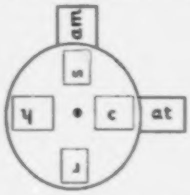
Relevant published materials/resources

A word wheel



Cut out the wheel and a strip. Fix the strip under the wheel and fix with a paper fastener. Write on the wheel and/or the strip as appropriate.





Onset-rime matrix

	ad	**am**	**an**	**ap**	**at**	**ell**	**en**	**et**	**ill**	**in**	**ip**	**op**	**ot**	**ug**	**ash**
b	bad		ban	bap	bat	bell	Ben	bet	bill	bin		bop		bug	bash
c			can	cap	cat							cop	cot		cash
d	dad		Dan	dap			den			din	dip		dot	dug	dash
f			fan		fat	fell	fen		fill	fin					
g				gap				get	gill				got		gash
h	had	ham			hat		hen		hill		hip	hop	hot	hug	hash
j		jam	Jan					jet	Jill		(Jip)		jot	jug	
l	lad			lap			Len	let	Lill		lip	lop	lot	lug	lash
m	mad	mam	man	map	mat		men	met	mill			mop		mug	mash
n			Nan	nap				net			nip		not		
p	pad	Pam	pan		pat		pen	pet	pill	pin	pip	pop	pot		
r		ram	ran	rap	rat						rip		rot	rug	rash
s	sad	Sam		sap	sat	sell		set	sill	sin	sip				sash
t			tan	tap		tell	ten		till	tin	tip	top		tug	
w						well		wet	will	win					
sh						shell				shin	ship	shop	shot		
th			than		that		then			thin				thug	
ch				chap	chat				chill	chin	chip	chop		chug	

Onset-rime 2

Below are some suitable combinations of rimes for use in cube games, slides and wheels.

You can generate these words with the children simply by thinking of as many words as possible which rhyme with a given word, e.g. words rhyming with **mop**, or finding words in rhymes, poems and stories. These can be made into a word bank for display, like the one opposite.

Words rhyming with **chin** and **ship** can also be generated. These make a suitable combination for the various reinforcement activities described on the **Activity Resource Sheets.**

Children can break up the words and write or stick the onsets onto one cube, wheel or strip and the rime on the other. Other combinations are given in the chart below.

ad	an	ap		b	d	m	p	t	c
ad	am	at		s	p	m	h	b	r
et	ill	in		w	s	p	b	m	ch
ap	et	ill		g	l	m	s	b	ch
ot	ug	ip		h	j	d	r	l	ch
in	ip	op		ch	sh	t	p	h	s
an	at	en		th	th	f	b	d	r
at	op	up		ch	ch	m	n	b	r
ell	in	ip		sh	sh	s	f	b	ch

Word Bank

mop

top hop

shop chop

pop

department for
education and skills

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The National Literacy Strategy

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *stories with familiar settings; stories and rhymes with predictable and repetitive patterns.*
Non-Fiction: *signs, labels, captions, lists, instructions.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to expect written text to make sense and to check for sense if it does not;
2. to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;
3. to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets;
4. to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order;

Activity and Worksheets

Y1 T1 S4 Captions and simple sentences 1

Sentence construction and punctuation

5. to recognise full stops and capital letters when reading, and name them correctly;
6. to begin using the term sentence to identify sentences in text;
7. that a line of writing is not necessarily the same as a sentence;
8. to begin using full stops to demarcate sentences;
9. to use a capital letter for the personal pronoun 'I' and for the start of a sentence.

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching (includes video)

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 1 Term 1

Year 1 Term 2

Year 1 Term 3

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

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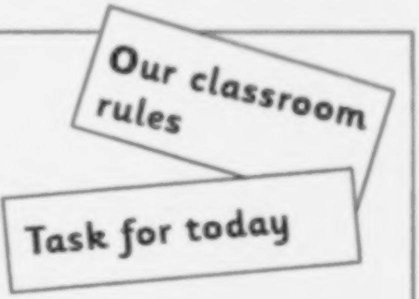
NLS Activity Resource Sheet

Year	1
Term	1
Strand	S 4

Objectives

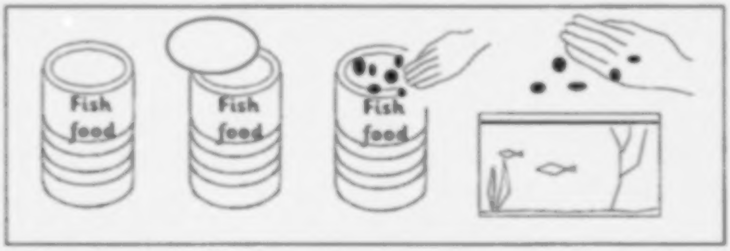
To write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order.

Activities



Class

- Model writing captions and instructions through Shared Writing and computer text, e.g. *Task for today, Labels for tables, Make a book. Do some handwriting. Our classroom rules.*
- Model use of weather charts, etc.
- Change written instructions into organisational devices, using graphics, e.g. *Feed the fish* instructions become:



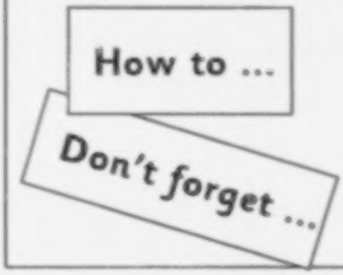
Group

- Investigate and collect examples of signs in the school environment.
- Generate instructions for class use, e.g.

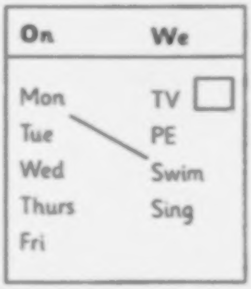
How to ... feed fish/other pets, use a computer, the book area, etc.

Don't forget ... book changing day, day for swimming kit/PE kit, turn off the lights, etc.

- Use the plenary session for re-reading sentences and captions.
- Produce final drafts in an aided writing session, focusing on children's best writing. Act as scribe or use a talking word processor to generate text.


How to ...
Don't forget ...

- Generate own picture instructions for a class display.
- Provide a resource sheet to indicate relationships. See Photocopiable Resource Sheets.



Relevant published materials/resources

Insects, Reptiles, From Egg to Butterfly, Infoactive (Collins Educational).
Discovery Worlds (Heinemann).

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The National Literacy Strategy

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *stories with familiar settings; stories and rhymes with predictable and repetitive patterns.*
Non-Fiction: *signs, labels, captions, lists, instructions.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to reinforce and apply their word-level skills through shared and guided reading;

Activity and Worksheets
Y1 T1 T1 Re-enact

2. to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
3. to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;

Activity and Worksheets
Y1 T1 T3 Difference between spoken and written stories

4. to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read;

Activity and Worksheets
Y1 T1 T4 Simple stories and poems

5. to describe story settings and incidents and relate them to own experience and that of others;

Activity and Worksheets
Y1 T1 T5 Story settings

6. to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme;

Related Items
High Frequency words for word recognition YR to Y2
Summary of the specific phonics and spelling work to be covered in Years R to 2
Technical Vocabulary List
Developing Early Writing

Downloads
Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 1 Term 1
Year 1 Term 2
Year 1 Term 3

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7. to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.

Activity and Worksheets
Y1 T1 T7 Re-enact stories

Writing composition

8. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
9. to write about events in personal experience linked to a variety of familiar incidents from stories;
10. to use rhymes and patterned stories as models for their own writing;

Activity and Worksheets
Y1 T1 T10 Rhymes and patterned stories

11. to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout;

Non-fiction
Reading comprehension

12. to read and use captions, e.g. labels around the school, on equipment;

Activity and Worksheets
Y1 T1 T12 Captions

13. to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks;

Activity and Worksheets
Y1 T1 T13 Following instructions
Y1 T1 T13 Read and use captions
Y1 T1 T13 Instructions
Y1 T1 T13,15 On the farm happy families

Writing composition

14. to write captions for their own work, e.g. for display, in class books;
15. to make simple lists for planning, reminding, etc.;
16. to write and draw simple instructions and labels for everyday classroom use, e.g. in role play area, for equipment.

Activity and Worksheets
Y1 T1 T16 Captions

NLS Activity Resource Sheet

Year	1 & 2
Term	1
Strand	T 3

Objectives

To notice the difference between spoken and written forms of stories through retelling known stories; to compare oral versions with the written text.

N.B.
This objective needs to be referred to and planned for throughout the term. Some ways in which it might be developed are outlined below.

Activities

Class

- Children should be actively listening to the teacher telling a story.
- Use oral cloze to help children predict parts of a story using story language, e.g. **Little Red Riding Hood**: *What big ... you have!*
- Collect key or favourite words and phrases on cards, wall charts, etc. Read and re-read them, use in independent writing as prompts, starters, simple writing frames, e.g. *Once there was ..., he had ..., he lived in ...*
- To develop awareness that there is difference between written and spoken language, read a story but in role, as one of characters, e.g. **Red Riding Hood**: *'Hello, my name is Red Riding Hood, you won't believe what happened to me the other day ...'*
- Use this as an example of text to model the retelling of events. Children could follow this by producing their own version of **On My Way Home.**
- Develop important questioning skills:

> If I were reading this story to you, how different would it sound?
> When I read the story it sounds different from the story I was telling you. Can you tell me about that? (Continuous references should be made to these differences when discussing children's writing.)
> Which bit sounds like a book?
> Which bit sounds as if it were spoken?

Once there was ...

he had ...

he lived in ...

Group

- Children could retell a story with a book, individually or in pairs.
- Children could record themselves retelling a story.
- Using cut-out characters on a magnetic board, children could retell a story.
- Encourage children to act out the story in the play area.

Plenary

- Provide opportunities for groups to present a story or part of a story in a plenary session at the end of Literacy Hour.

Relevant published materials/resources

On My Way Home, Jill Murphy (Macmillan). **Red Riding Hood** (Traditional).
Jumbled Tumbled Tales and Rhymes (Ginn).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 4

Objectives

To read familiar, simple stories and poems independently; to point while reading and make correspondence between words said and read.

Activities

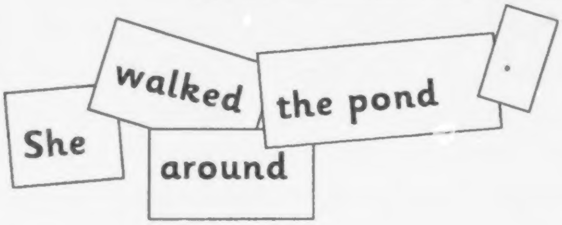
Class

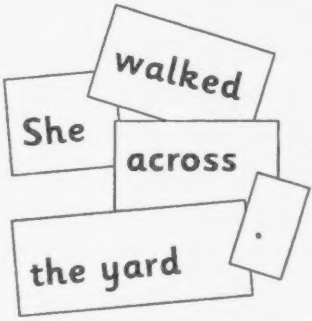
- Using an enlarged text for Shared Reading, ask questions.
- Model the pace of reading with the class by accurate pointing.
- Reproduce lines of text exactly onto card for children to match onto full text. The teacher will need to demonstrate this process before it becomes a group activity.
- On an enlarged text (familiar texts only), cover a few words with a small piece of card attached with Blu-Tack.

e.g. **The Hungry Giant**
Get me some bread - - - the giant, or I will - - - you with my bommy knocker.
Ask children to supply the appropriate words.
e.g. **Rosie's Walk** (adapted text). Reproduce text onto individual cards as opposite.

Questions

Where do we start reading?
Which page do we read first?
What do we do when we get to the end of the line?
Where do we finish reading?
Can you show us the last part of the story? (Ask the child to demonstrate.)
Can you show us where to start? (Ask the child to demonstrate.)





- Ask children to substitute different verbs for walked, e.g. *ran, skated*. Write alternatives onto the back of cards as children contribute ideas.

Group

- Use prepared puppets. Photocopy or draw characters onto card with magnets/Blu-Tack for re-telling stories. Demonstrate during whole-class shared reading time.
- Make hats or masks for role play. Retell in plenary time.
- Using the familiar-text activity above, each group (or pairs within group) selects a card from each pile. Distribute pronouns in one corner, verbs in another, etc. with the full stop separately. Challenge children to put the cards in order, discussing them in the group.
- Afterwards they could copy and illustrate. Collect pictures and sentences for a folder, e.g. *Further Adventures of Rosie the Hen.*

Relevant published materials/resources

The Hungry Giant, Story Chest (Kingscourt). **Rosie's Walk**, Pat Hutchins (Puffin).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 5

Objectives

To describe story settings and incidents and relate them to own experience and that of others.

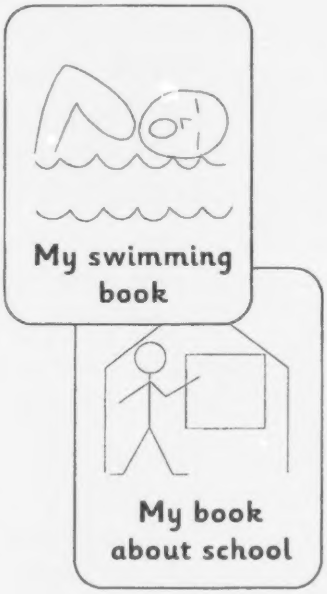
Activities

Class

- Compare story settings during Shared Text time. Use familiar stories, e.g. **Goldilocks and the Three Bears** (in the woods/out of the woods). Discuss and compare with the setting from **Peace at Last** (in the home).
- A possible outcome for Shared Writing could be changing the settings of familiar stories. For example, **Red Riding Hood** in the city.

Questions

Where does Goldilocks live?
Where do the three bears live?
What kind of place do the bears from **Peace at Last** live in?
How do you know this? Can you describe it?
What is different/the same about these places?



Group

- Collect books which deal with familiar settings, e.g. school, home, street, dentist, swimming, park, bus trips. Use books to stimulate personal writing. For example, John Burningham's **In the Cupboard** provides a writing opportunity for writing about themselves, their brothers and sisters and their own naughty behaviour.
- Use books to provide a framework for writing, e.g. Jill Murphy's **On the Way Home** offers a frame for children to relate their own experiences about falling over and about their journeys to and from school.

Relevant published materials/resources

Peace at Last and **On my Way Home**, Jill Murphy (Macmillan). **The Cupboard**, John Burningham (Red Fox). **Red Riding Hood**, **Goldilocks** (traditional) e.g. **Literacy Links** (Kingscourt), **Pathways** (Collins Educational), **Bookshelf** (AMS). **Snow White Goes to New York**, Fiona French (OUP). **My Naughty Little Sister**, Dorothy Edwards (Methuen).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 7

Objectives

To re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.

Activities

N.B.
Throughout these activities, provide copies of the relevant stories and encourage children to refer to and re-read them as they work on their re-enactments, e.g. to check on details and sequence of events.

Class

- Demonstrate hot-seating by taking on the role of a character from a familiar story, and inviting the children to ask you questions, e.g.

> to the Bad Baby: *Why didn't you say thank you?;*
> to Mr Gumpy?: *How did you feel when ... ?*

which you answer in role. Repeat with children in role.

- Narrate a familiar story while children improvise the dialogue in role.
- Choose a story centred on a conflict or dilemma. Read or remind children of the crisis or turning point, and ask some to take on the role of characters involved. What would they say to each other? Children draw on and add to information from the text to improvise the scene. Ask other children to think: *Is that what might have happened? Why? Why not?*

Group

- A group of children choose a favourite and/or crucial moment in a story, and present it as a 'still' or tableau, thinking about the position and posture of the characters, their expressions, etc. Can the other children tell what moment it is?
- Provide, or ask children to make, simple dolls, puppets, cut-out figures, to represent the characters from a story, and then to use these to re-enact what happens. Assign one child to be narrator and the rest to take a role each and speak the words of that character.
- Provide, or ask children to make, the objects from a story and to use them in re-enact it, e.g. Plasticene models of the different kinds of buttons that Frog finds in **A Lost Button.**
- Take it in turns to be in the hot-seat as one of the characters from a story, while the rest ask questions.

Plenary

- Groups share their re-enactments, and invite comments from the rest of the class.

Relevant published materials/resources

Mr. Gumpy's Outing, John Burningham (Puffin). **The Elephant and the Bad Baby**, Elfrida Vipont and Raymond Briggs (Puffin). **Frog and Toad are Friends**, Arnold Lobel (Macmillan).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 10

Objectives

To use rhymes and patterned stories as models for their writing.

Activities

Class

- During Shared Reading of an enlarged text, ask children to identify and join in with the recurring patterns of rhythm, rhyme or language.
- Invent and write down a new example of the pattern. Prompt children to invent new examples of their own. Use songs and rhymes, e.g.:

> Sing, sing, sing a song/Sing a song together
> becomes
> Wash, wash, wash the car/Wash the car together.
>
> The cat from France/Liked to sing and dance
> becomes
> The cat from Leeds/Liked to dig up weeds.

- Also try stories with repeating language patterns, e.g.:

Brown Bear, Brown Bear, what do you see? I see a white dog looking at me
becomes
Brown Bear, Brown Bear, what do you see? I see a green bird looking at me.

- Try the same with stories with a simple overall pattern, e.g. **Rosie's Walk, Bears in the Night, Dear Zoo.**

Group

- Ask children to invent and illustrate new examples of a pattern. Then write out the phrase as a caption, independently, with support, or dictating for you to write.
- Groups could invent a whole new rhyme, song or story in this way or invent a page to be part of a class book.

Plenary

- Share new examples, and discuss how to collect them together in a book.

Relevant published materials/resources

Who's in the Shed?, Literacy Links (Kingscourt). **Sing a Song**, Story Chest (Kingscourt). **My Cat likes to Hide in Boxes**, Eve Sutton (Puffin). **Brown Bear, Brown Bear, What Do You See?**, Eric Carle and Bill Martin (Puffin).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 12, 14

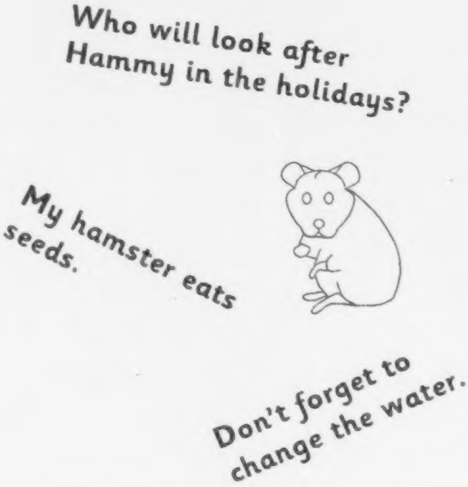
Objectives

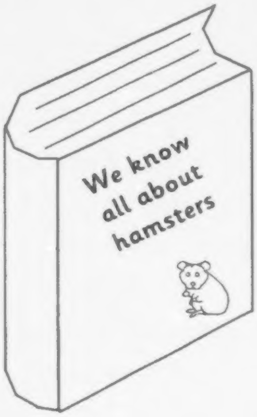
To read and use captions, e.g. labels around the school, on equiment; to write captions for their own work, e.g. for display, in class books.

Activities

Class

- Build up a class display of objects on various themes, e.g. pets.
- Ask the children to identify the objects and say something about them.
- In Shared Writing use the children's comments and write the captions. Ask the children to attach them to the display.
- The display can be used at later sessions for reinforcement (link with **Y1 T1 W8**).


Who will look after Hammy in the holidays?
My hamster eats seeds.
Don't forget to change the water.


We know all about hamsters

Group

- Read around the room using captions.
- Write captions related to a display activity in Shared Writing (link with **Y1 T1 S3, 4**).
- The group could produce a book related to the display, so that at the end of a term each group will have made a reference book on a particular theme.

Plenary

- The children share the captions they have been writing.

Relevant published materials/resources

A House for the Mouse and **A Name for a Rabbit,** Infoactive (Collins Education), **Reading Science Series** (Nelson).

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 13,16

Objectives

To read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks; to write and draw simple instructions and labels for everyday classroom use, e.g. in role-play area, for equipment.

Activities

Class

- Pick a subject, e.g. class rules, and in Shared Writing brainstorm and scribe the children's suggestions.
- Focus on the different forms, e.g. *You must not run, We walk sensibly in class, Only three people in the book corner.*
- Plan posters or captions.

No running in the classroom!

Line up quietly for lunch!

You could write instructions for:

putting out the P.E. apparatus;
changing reading books;
taking care of the art equipment;
using the computer;
feeding/cleaning pets.

Group

- The groups make a *rules* poster (link with **Y1 T1 Sentence work**).

Plenary

- Check the effectiveness of the rules. Ask, *Do the instructions work? Do we need to change anything? Which posters are more effective?*

Have you remembered your book?

Please turn off the lights.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 25,W10

Objectives

To assemble information from own experience; to use simple sentences to describe, based on examples from reading; to write simple, non-chronological reports and to organise in lists, separate pages, charts. To make collections of ... significant words linked to particular topics.

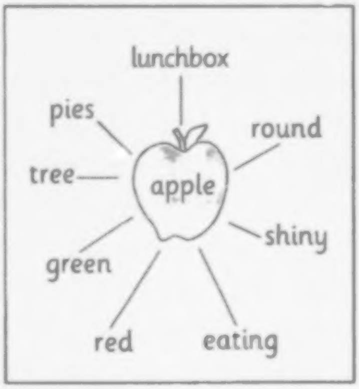
Activities

Class

- Using artefacts, books, etc. as a stimulus, ask the children to contribute what they know about the item. Use questions to focus on specific details.
- In a modelled writing session, using the questions as headings, demonstrate how to construct simple sentences using the children's information e.g. *Apples can be eaten.*

QUESTIONS TO SUPPORT NON-CHRONOLOGICAL REPORT WRITING

What is it?
What does it look like?
Where is it found?
What is it used for?



Group

- Using an artefact or pictures drawn on an A3 sheet, follow the above points as a group.
- Provide writing frameworks for the children to complete, ranging from headings to more structured cloze texts, e.g. *An —— is a fruit.* Use the Photocopiable Resource Sheet if required.
- Using the collections of words, build word banks linked to topics. Put individual words on cards.
- Encourage the children to read and re-read them, match and sort.

Plenary

- When all the groups have completed the activities, discuss how the writing might be collated into a class reference book, e.g. alphabetically.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 13, 15

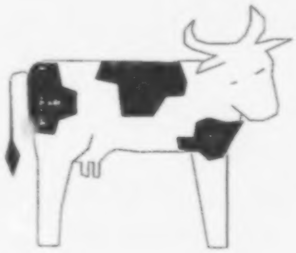
Objectives

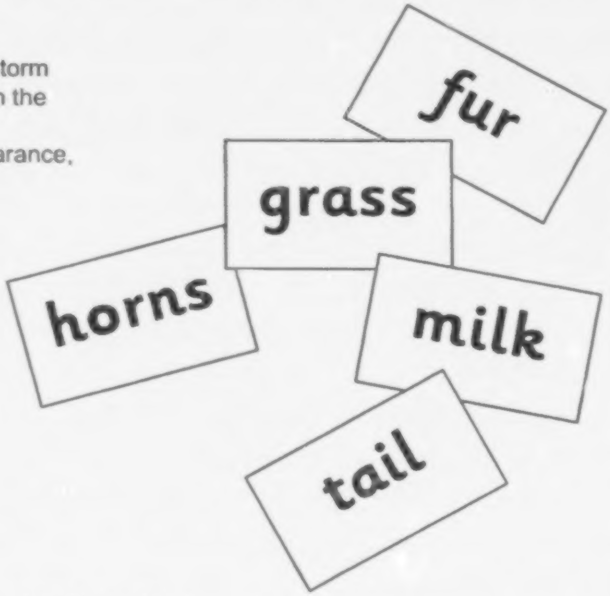
To read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks. To make simple lists for planning, reminding, etc.

Activities

Class

- Taking a theme, e.g. farm animals, brainstorm words to describe various animals with which the children are familiar.
- Sort the words into categories, e.g. appearance, habits, diet.





Group

- Build word banks (links with **Y1 T1 W12**) related to topic.
- Label pictures and diagrams.
- Write simple structured sentences using describing words. These can then be made into books.
- Play the *On the Farm* game. See Photocopiable Resource Sheet.

Plenary

- Look at words which describe more than one animal.
- Discuss words which have the same meaning and put them into spoken sentences.

Relevant published materials/resources

The Farm Concert, Story Chest (Kingscourt). **Who's in the Shed?** Literacy Links (Kingscourt). A collection of farm animal soft toys. Animal alphabet books.

NLS Activity Resource Sheet

Year	1
Term	1
Strand	T 14 – 16

Objectives

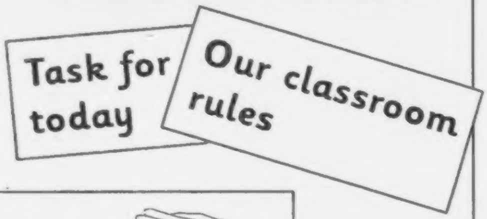
To write captions for their own work, e.g. for display, in class books. To make simple lists for planning, reminding, etc. To write and draw simple instructions and labels for everday classroom use, e.g. in role-play area, for equipment.

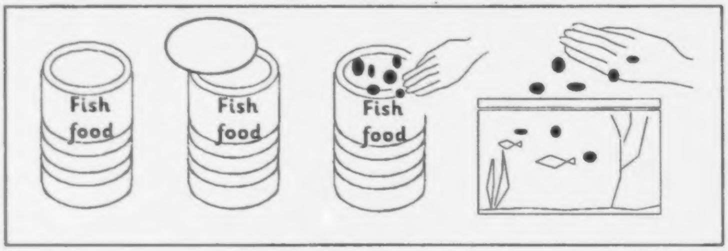
N.B.
See also **Y1 T1 S4**: To write captions and simple sentences, and to re-read, recognising whether or not they make sense.

Activities

Class

- Model writing captions and instructions through Shared Writing and computer text, e.g. *Task for today. Labels for tables. Make a book. Do some handwriting. Our classroom rules.*
- Model use of weather charts, etc.
- Change written instructions into organisational devices, using graphics, e.g. *Feed the fish* instructions become:



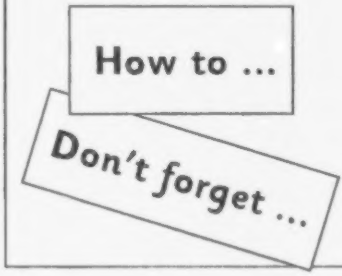


Group

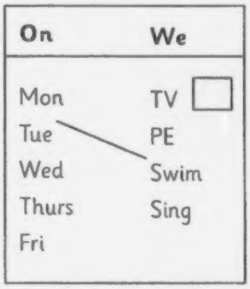
- Investigate and collect examples of captions in the school environment.
- Generate instructions for class use, e.g.

How to ... feed fish/other pets, use a computer, the book area, etc.
Don't forget ... book changing day, day for swimming kit/PE kit, turn off the lights, etc.

- Use the Plenary session for re-reading sentences and captions.
- Produce final drafts in a Guided Writing session, focusing on children's best writing. Act as scribe or use a talking word processor to generate text.


How to ...
Don't forget ...

- Generate own picture instructions for class display.
- Provide a resource sheet to indicate relationships. See the Photocopiable Resource Sheet.



Relevant published materials/resources

Infoactive (Collins Ed.). **Discovery World** (Heinemann).

On the farm happy families

cow	horns	gives us milk to drink	lives in a field
sheep	wool	gives us wool for clothes	lives in a field
hen	feathers	gives us eggs to eat	lives in a coop
horse	coat	gives us rides	lives in a stable

YEAR 1 TERM 2

Range

Fiction and poetry: *traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.*

Non-Fiction: *information books, including non-chronological reports, simple dictionaries.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure identification, spelling and reading of initial, final and medial letter sounds in simple words;

2 to investigate, read and spell words ending in *ff, ll, ss, ck, ng*;

3 to discriminate, read and spell words with initial consonant clusters, e.g. *bl, cr, tr, str* – Appendix List 3:

- to discriminate, read and spell words with final consonant clusters, e.g. *nd, lp, st*;
- to identify separate phonemes within words containing clusters in speech and writing;
- to blend phonemes in words with clusters for reading;
- to segment clusters into phonemes for spelling;

Word recognition, graphic knowledge and spelling

4 for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;

5 to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;

6 to read on sight approximately 30 more high frequency words from Appendix List 1;

7 to recognise the critical features of words, e.g. length, common spelling patterns and words within words;

8 to investigate and learn spellings of words with 's' for plurals;

9 to spell common irregular words from Appendix List 1;

Vocabulary extension

10 new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;

2 to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;

3 to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;

Sentence construction and punctuation

4 to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;

5 to continue demarcating sentences in writing, ending a sentence with a full stop;

6 to use the term *sentence* appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops;

7 to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to reinforce and apply their word-level skills through shared and guided reading;

2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;

3 to choose and read familiar books with concentration and attention, discuss preferences and give reasons;

4 to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences;

5 to identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral re-tellings;

6 to identify and discuss a range of story themes, and to collect and compare;

7 to discuss reasons for, or causes of, incidents in stories;

8 to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays;

9 to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others;

10 to identify and compare basic story elements, e.g. beginnings and endings in different stories;

11 to learn and recite simple poems and rhymes, with actions, and to re-read them from the text;

Handwriting

11 to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

Writing composition

12 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

13 to substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines;

14 to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version;

15 to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text;

16 to use some of the elements of known stories to structure own writing;

Non-Fiction

Reading comprehension

17 to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams;

18 to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed;

19 to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does;

20 to use simple dictionaries, and to understand their alphabetical organisation;

21 to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter;

Writing composition

22 to write labels for drawings and diagrams, e.g. growing beans, parts of the body;

23 to produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts;

24 to write simple questions, e.g. as part of interactive display *('How many…?', 'Where is your house…?')*;

25 to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ■
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.*
Non-Fiction: *information books, including non-chronological reports, simple dictionaries.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Phonological awareness, phonics and spelling

1. to secure identification, spelling and reading of initial, final and medial letter sounds in simple words;
2. to investigate, read and spell words ending in *ff, ll, ss, ck, ng;*
3. to discriminate, read and spell words with initial consonant clusters, e.g. *bl, cr, tr, str* - Summary of specific phonics and spelling work:

- to discriminate, read and spell words with final consonant clusters, e.g. *nd, lp, st;*
- to identify separate phonemes within words containing clusters in speech and writing;
- to blend phonemes in words with clusters for reading;
- to segment clusters into phonemes for spelling;

Activity and Worksheets

Y1 T2 W3 Final consonant clusters	Y1 T2 W3 Read and spell words with initial consonant clusters 1
Y1 T2 W3 Read and spell words with initial consonant clusters 2	Y1 T2 W3 Read and spell words with initial consonant clusters 3
Y1 T2 W3 'S' clusters 1	Y1 T2 W3 'S' clusters 2
Y1 T2 W3 Games to play 1	Y1 T2 W3 Blends
Y1 T2 W3 Clusters - onset and rime	Y1 T2 W3 Final consonant clusters
Y1 T2 W3 Making words	Y1 T2 W3 Games to play 2

Word recognition, graphic knowledge and spelling

4. for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;
5. to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;
6. to read on sight approximately 30 more high frequency words;
7. to recognise the critical features of words, e.g. length, common

Related Items

- High Frequency words for word recognition YR to Y2
- Summary of the specific phonics and spelling work to be covered in Years R to 2
- Technical Vocabulary List
- Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 1 Term 1
- Year 1 Term 2
- Year 1 Term 3

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spelling patterns and words within words;

8. to investigate and learn spellings of words with 's' for plurals;
9. to spell common irregular words from the list of high frequency words;

Vocabulary extension

10. new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

Handwriting

11. to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

NLS Activity Resource Sheet

Year	1
Term	2
Strand	W 3

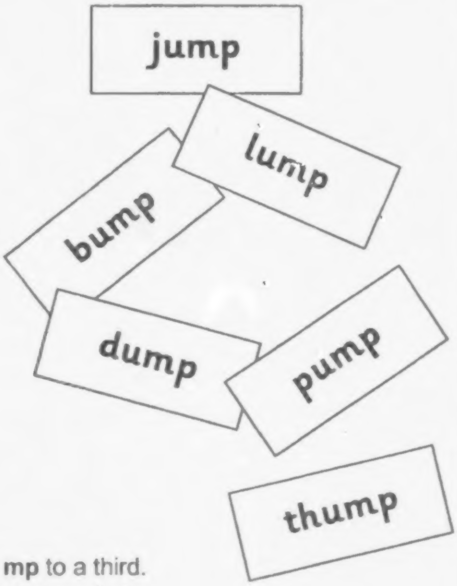
Objectives

Phonological awareness, phonics and spelling: to discriminate, read and spell words with final consonant clusters, e.g. *nd, lp, st.*

Activities

Class

(i) To explore and generate words with common end clusters. Exemplar **mp**, in rime **ump**.



- Read rhymes and books containing **ump** words, e.g. *Grumpalump, Humpty Dumpty.*
- Generate orally other **ump** words, e.g. *jump, lump, bump, dump, pump, plump, clump, hump, thump.*
- Make up rhymes such as *Mr. Grump got a thump, It made him jump to get a bump.*

(ii) Discriminating the individual phonemes in **mp**. Differentiating between **m** and **mp**.

- Say a word ending in **m** to one child, in **p** to another and **mp** to a third. These children should stand in a space. Then say another three words to three more children, e.g. *sum, sup, sump.* They may be nonsense words, e.g. *pum, pup, pump,* and they or the class have to decide which of the children standing in a space they should join.

Merging **m** and **p**.

- Say a word ending in **m** and ask the children to repeat the word adding a **p**, e.g. *hum, hump; whim, wimp; dam, damp.* The children can make up their own. This will often create yet more nonsense but the children love it, and of course *bum, bump* is a favourite!

Relevant published materials/resources

This Little Puffin, Elizabeth Matterson (Puffin). **All Join In**, Quentin Blake (Red Fox). **Skip Across the Ocean**, Benjamin (Frances Lincoln). **Mother Goose**, R. Foreman (Walker Books). **Poems For the Very Young**, M. Rosen (Kingfisher). **Rhymeworld** (Heinemann). **Developing Literacy Skills - Spelling** (Harlequin). **Writing with Symbols** and **First Keys to Literacy** (Widgit Software). **Oxford Reading Tree** - Rhyme and Analogy (OUP).

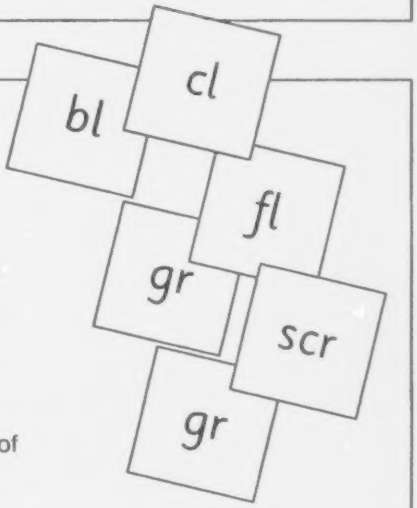
NLS Activity Resource Sheet

Year	1
Term	2
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: to discriminate, read and spell words with initial consonant clusters, e.g. **bl**, **cr**, **tr**, **str** - see Appendix List 3; to identify separate phonemes within words containing clusters in speech and writing.

Activities



Class

(i) To explore and generate words with the same initial consonant clusters. Exemplar **bl** and **br**.

- Use rhymes and books containing **bl** words, e.g. **Three Blind Mice**, **Little Boy Blue**. Emphasise the **bl**.
- Generate orally other **bl** words, e.g. *blind, blink, blaze.*
- Identify children in the class whose names begin with **bl** and their brothers, sisters, etc.
- Make up tongue twisters with the children.
- Play the *Tray Game, Clue Game, Home Game* using pictures of objects beginning with **bl** and some that do not.
- Make up rhymes such as *Mr. Blobby went to bed,/Pulled the blanket over his head*, and see if the children can hear the **bl** words in them, and distinguish them from the **b** in bed.
- Repeat this sequence using **br** words.

(ii) To discriminate the individual phonemes in **bl**. Differentiating between **b** and **bl**.

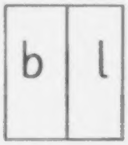
- Say a **b** word to one child and a **bl** word to another. These children stand in a space. The teacher then says another pair of words to two other children, e.g. *boo* and *blue*; *beak* and *bleak*; *best* and *blest*, etc., and they or the class decide which of the children standing in a space they have to pair up with. Repeat with **b** and **br**.

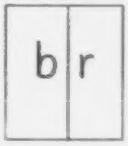
Merging **b** and **l**.

- Make up a rhyme couplet using two rhyming words, one beginning with **l** and the other **bl**, e.g. *Mrs. Wagstaff got stuck in the loo, / Banging the door made her black and blue* . Children can give the rhyming word starting with **bl** - *lame, blame; lock, block; lead, bleed; laid, blade.*
- Repeat using **br**.

Group

- Play games using sets of pictures - sorting, matching, *Snap, Bingo*, etc. - showing objects or actions beginning with **br**, **bl** and **b**, e.g. *blowing, bluebells, blackberries, bricks, bread, brush, branch, blanket, bicycle, box, bed, biscuits.* See Photocopiable Resource Sheet.





Relevant published materials/resources

This Little Puffin, Elizabeth Matterson (Puffin). **All Join In**, Quentin Blake (Red Fox). **Skip Across the Ocean**, Floella Benjamin (Frances Lincoln). **Mother Goose**, R Foreman (Walker). **Poems For the Very Young**, M Rosen (Kingfisher). **Rhymeworld** (Heinemann).
Software: **Writing With Symbols** (Widget Software).

NLS Activity Resource Sheet

Year	1
Term	2
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: to discriminate, read and spell words with intial consonant clusters, e.g. **bl**, **cr**, **tr**, **str** - see Appendix List 3; to segment clusters into phonemes for spelling.

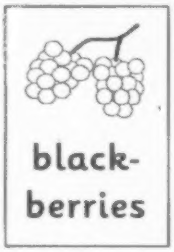
Activities

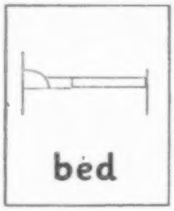
Class

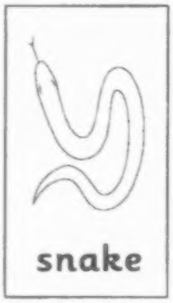
- To differentiate between **b** and **bl**, play a sorting game. Give cards containing a **b** word to one child and a **bl** word to another. These children each stand in a space. The teacher then says another pair of words to two other children, e.g. *boo* and *blue*; *beak* and *bleak*; *best* and *blest*, etc., and they or the class have to decide which of the children standing in a space they should join.
- Try a variation on this for the **s** clusters. Children can stand around the room holding a card on which is written an onset and a picture to illustrate it, **sm**, **sl**, **st**, **sk**, **sn**, **sp**, **sw** and **s**. The rest of the children have picture cards and have to find their home onset. See the Photocopiable Resource Sheets.
- To differentiate between **m**, **p** and **mp**, give a card showing a word ending in **m** to one child, in **p** to another and **mp** to another. These children stand in a space. The teacher then says another three words to three more children, e.g. *sum, sup, sump* - they may even be nonsense words, e.g. *pum, pup, pump*. They or the class have to decide which of the children standing in a space they should join.
- For more structured practice, the teacher can say words beginning with **b** and **bl** and the children could either write the correct onsets or use magnetic letters. This can be extended to include **br**. Continue with similar work using **p**, **pl** and **pr**, **c**, **cl**, and **cr** and all the **s** clusters. Similarly, using final clusters ask the children to use **m**, **p** or **mp**.
- Play *Shannon's Game*. See the Photocopiable Resource Sheet.

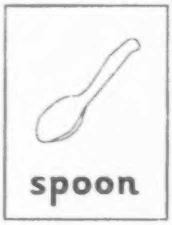
Group

- Make sets of picture cards, one featuring consonant cluster onsets, e.g. **dr**, **spl**, and the other, consonant cluster rimes, e.g. **old**, **all**, **ing**, **ump**. Picture cards can be matched or sorted according to onset or rime.
- Provide activity sheets containing pictures on which children write the whole onset or rime underneath, or just the second consonant. If the rest of the word is straightforward, the whole word can be written. See the Photocopiable Resource Sheets.
- To develop use in Independent Writing, children should be encouraged to attempt to spell unfamiliar words by hearing and isolating the individual phonemes. The practice provided in class and group work on separating the individual phonemes in consonant clusters should enable them to achieve a closer match to conventional spelling in their Independent Writing.









Relevant published materials/resources

The Spelling Book, Laura Huxford (Stanley Thornes). **Developing Literacy Skills - Spelling** (Harlequin). **Helping Children with Reading and Spelling**, Reason and Boote (Routledge). **Writing with Symbols** and **First Keys to Literacy** (Widgit Software). **My World** software (SEMERC).

NLS Activity Resource Sheet

Year	1
Term	2
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: to discriminate, read and spell words with initial consonant clusters, e.g. **bl**, **cr**, **tr**, **str** - see Appendix List 3; to blend phonemes in words with clusters for reading.

Activities

Class

- Using familiar texts, posters, etc., ask the children to find (ring or underline) words containing a particular consonant cluster.
- They can also return to the split-page books, word wheels and slides made in Term 1 and look for occurrences of the cluster. These words can be accumulated in a word bank on display.
- Certain clusters occur regularly in the environment, e.g. **st** in *start* and *stop*. For a few days you could make and use *start* and *stop* signs to control proceedings in the classroom. Use other common words which contain clusters as key words to help children remember the cluster.

N.B.
To reinforce through word recognition, shared and independent reading, at a class and group level, give the children opportunities to re-read the books and posters from which they derived the words and which they have been reinforcing through word wheels, games. This will ensure that they continue to recognise the meaningful object of reading. Where possible the class should have a number of copies of certain key books in addition to an enlarged text. These books may be used for group and paired reading and for reading at home.

Group

- When a bank of words containing a particular cluster has been accumulated, e.g. *cling, bring, fling,* the children can make cluster word wheels/slides, and also the cube game as in **T1**.
- The children could make illustrated alliterative books with a different jingle/tongue-twister on each page, e.g. *crazy creatures cry for crumpets.*
- Show children how to make *I can* and *I can't books* containing all the things they can and can't do, again with a different cluster on each page, e.g. *I can ... speak, spin, spell; I can't ... spit, spoon, spot, spoke.* Add a 'shouldn't' category!
- When dealing with final consonant clusters, repeat the process described in **T1** - rimes containing clusters. One common rime for each final cluster is listed on the Photocopiable Resource Sheet with some suggestions for words, some of which may be illustrated.

Crazy creatures cry for crumpets!

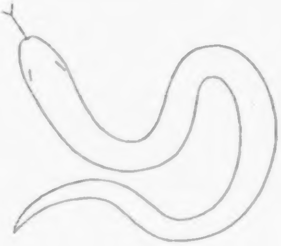
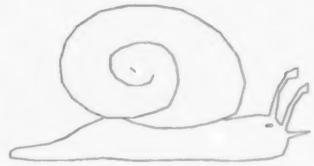
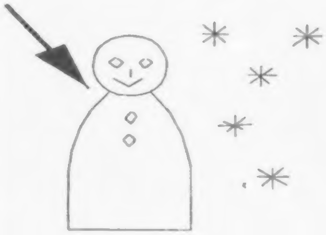
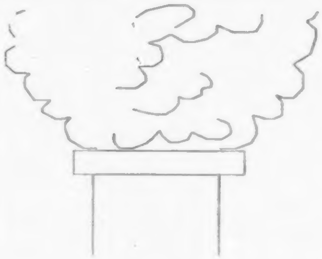
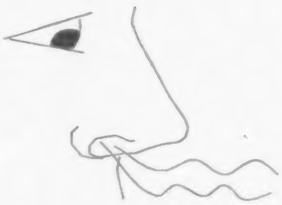
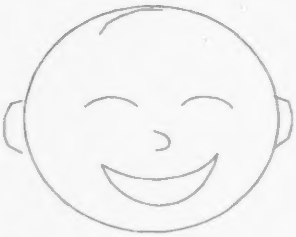
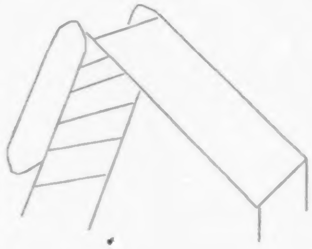
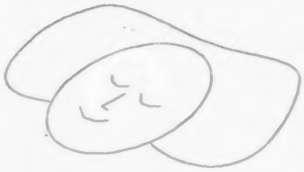
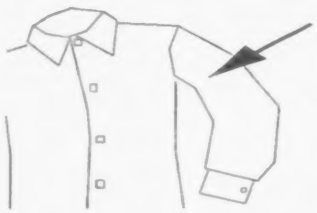
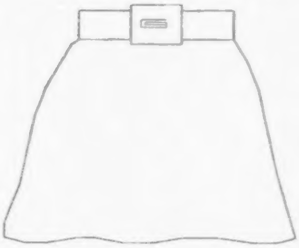
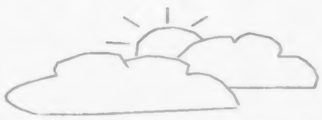
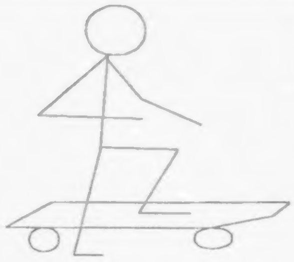
Plenary

- Children should bring the words they have found, present some of the gadgets they have made with the words, share the pictures they have drawn of new animals, chant some of the jingles they have created.

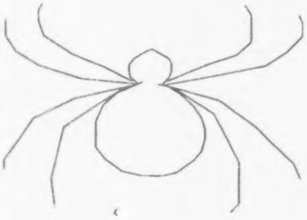
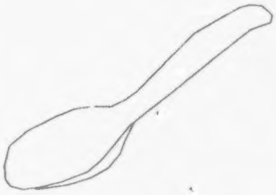
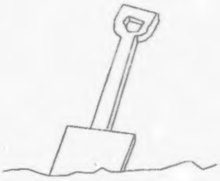
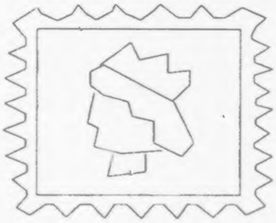
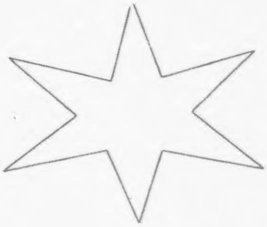
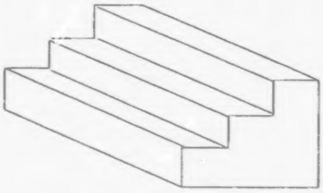
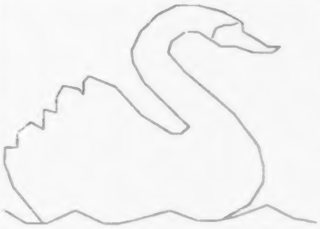
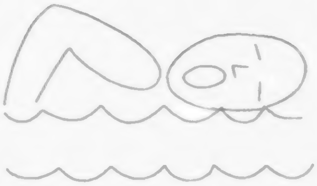
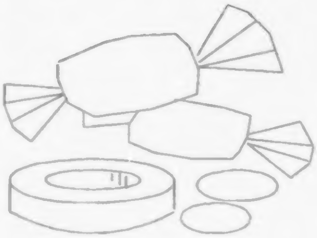
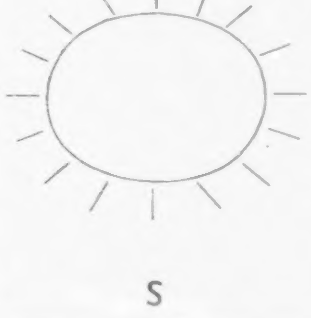
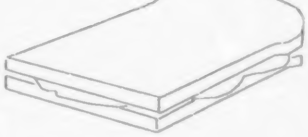
Relevant published materials/resources

This Little Puffin, Elizabeth Matterson (Puffin). **Tiny Tim**, Bennett and Oxenbury (Mammoth). **All Join In**, Q. Blake (Red Fox). **Skip Across the Ocean**, F. Benjamin (Frances Lincoln). **Mother Goose**, R. Foreman (Walker Books). **Poems For the Very Young**, M. Rosen (Kingfisher). **Rhymeworld** (Heinemann). **Cambridge Reading** (CUP). **Oxford Reading Tree - Rhyme and Analogy** (OUP). **The Core Book List** (1997 edition), Lazim and Moss (CLPE). **Writing with Symbols** and **First Keys to Literacy** (Widgit Software).

'S' clusters

 sn		
 sm		
 sl		
 sk		

‘S’ clusters

 sp		
 st		
 sw		
 s		

Games to play

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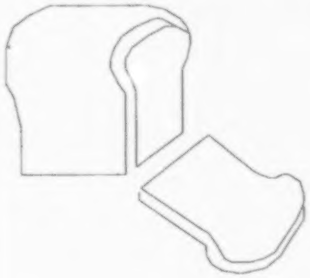
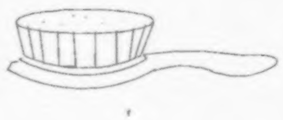
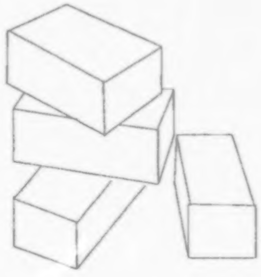
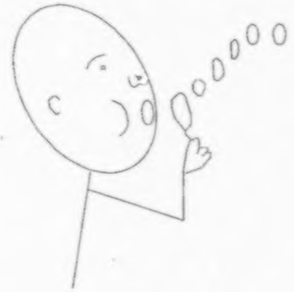
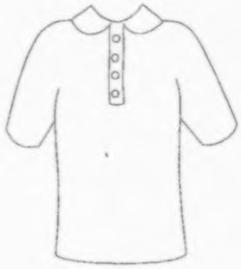
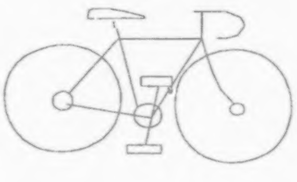
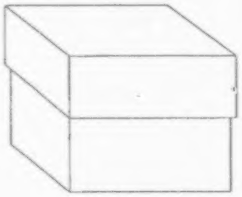
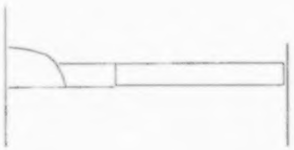
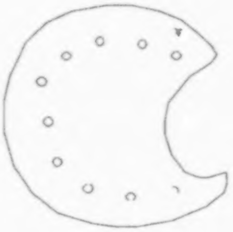
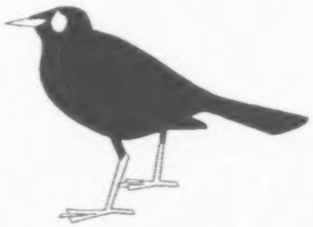
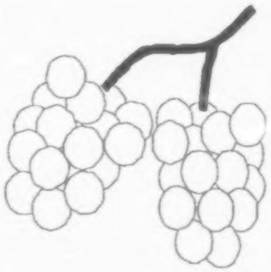
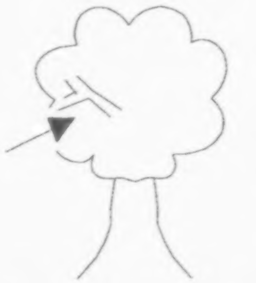
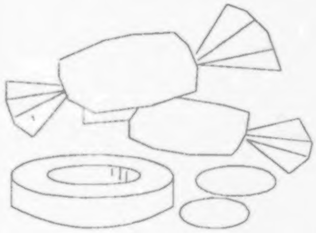
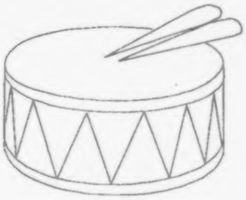
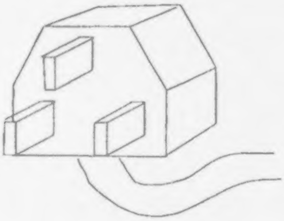
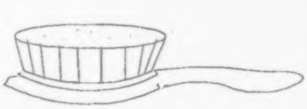
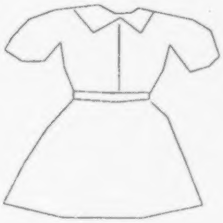
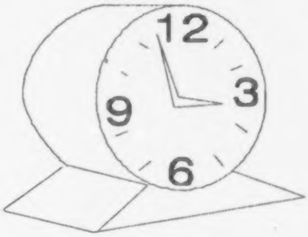
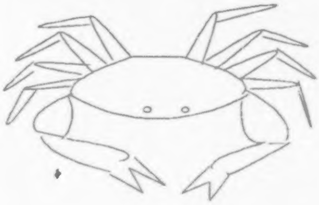
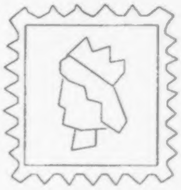
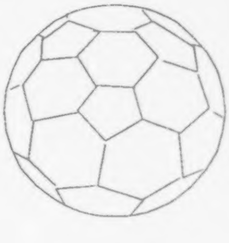
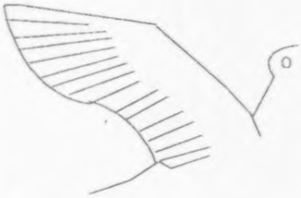
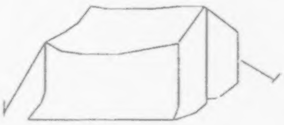
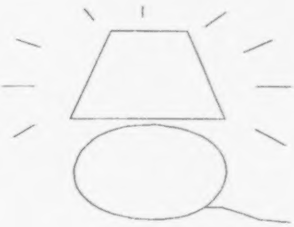
- They will get lots more practice at reading the words.
- If some of the resulting words are meaningless, the children could look them up in a simple dictionary and/or invent and draw an animal/space creature for that word and write its name beside it.

Blends

Clusters - onset and rime

 - - eets	 - - - -	 - - - -
 - - - - -	 - - - - -	 - - - - -
 - - - -	 - - - - - -	 - - - -
 - - - -	 - - - -	 - - - -

Making words

How many words can you make?

cl	at
bl	am
fl	an
gl	ab
pl	ap
sl	ad
spl	ay

Games to play

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The National Literacy Strategy

☐ About ☐ NLS Framework & Resources ☐ Professional Development ☐ Pilots ☐ Publications

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▣ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.*
Non-Fiction: *information books, including non-chronological reports, simple dictionaries.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;
2. to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;
3. to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;

Sentence construction and punctuation

4. to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;

Activity and Worksheets
Full stops and capital letters

5. to continue demarcating sentences in writing, ending a sentence with a full stop;
6. to use the term *sentence* appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops;

Activity and Worksheets
Y1 T2 Full stops and capital letters

7. to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 1 Term 1

Year 1 Term 2

Year 1 Term 3

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

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NLS Activity Resource Sheet

Year	1
Term	2
Strand	S 4, 6

Objectives

To recognise full stops and capital letters when reading and to understand how they affect the way a passage is read; to use the term *sentence* appropriately and identify sentences in text, i.e. those demarcated by capitals and full stops.

Activities

N.B.
Use talking word processor programs when possible. Set these up to speak words and sentences. When a full stop is put in, the sentence will be read back.
Use a copy of a familiar text with full stops removed. Challenge groups to place full stops in their correct places.

Class

- Choose a book with a cumulative sentence structure: from simple sentence to complex, e.g. **This Is The House That Jack Built, The Sandwich That Max Made, Bringing The Rain To Kapiti Plain, The Cake In The Tin**. Re-read, and encourage oral participation until words are very familiar.
- Form *Human Sentences*, e.g.

Step 1 - *Simple sentences:*

This is	the sandwich that Max made.

Instruct in the use of capital letter and full stop.

Step 2 - *Add a new phrase:*

This is	the bread	that started	the sandwich that Max made.

Move the children around. Does it still make sense? Is it a sentence?

Step 3 - *Add the next phrase:*

This is	the cheese	so full of holes	that sits on	the bread	that started	the sandwich that Max made.

- In a Big Book, each new phrase is placed under the previous one, leading to an assumption by children that the lines are sentences. By using *Human Sentences* children can see that it remains one sentence even with each addition.

Relevant published materials/resources

The Sandwich That Max Made, Literacy Links (Kingscourt). **This is the House that Jack Built** (Traditional). **Bringing the Rain to Kapiti Plain**, Verna Aardema (Macmillan). **The Rain Arrow**, Pathways (Collins Educational). Software: **Talking Pendown** (Longman Logotron), **Talking TextEase** (Softease), **Writing With Symbols** (Widgit Software).

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The National Literacy Strategy

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Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to reinforce and apply their word-level skills through shared and guided reading;
2. to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
3. to choose and read familiar books with concentration and attention, discuss preferences and give reasons;
4. to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences;

Activity and Worksheets
Y1 T2 T3,4 I like this book because...

5. to identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral re-tellings;
6. to identify and discuss a range of story themes, and to collect and compare;

Activity and Worksheets
Y1 T2 T6 Story Themes

7. to discuss reasons for, or causes of, incidents in stories;
8. to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays;
9. to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others;

Activity and Worksheets
Y1 T2 T8,15Characters

Related Items

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Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Developing Early Writing

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 1 Term 1

Year 1 Term 2

Year 1 Term 3

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10. to identify and compare basic story elements, e.g. beginnings and endings in different stories;

Activity and Worksheets
Y1 T2 T10 Beginning, middle and end of a story

11. to learn and recite simple poems and rhymes, with actions, and to re-read them from the text;

Writing composition

12. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
13. to substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines;

Activity and Worksheets
Y1 T2 T13 Patterns

14. to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version;

Activity and Worksheets
Y1 T2 T14 Story Plots

15. to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text;
16. to use some of the elements of known stories to structure own writing;

Non-Fiction
Reading comprehension

17. to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams;

Activity and Worksheets
Y1 T2 T17 Fiction and non-fiction 1
Y1 T2 T17 Fiction and non-fiction 2

18. to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed;

Activity and Worksheets
Y1 T2 T18 Non-fiction books 1
Y1 T2 T18 Non-fiction books 2

19. to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does;

Activity and Worksheets
Y1 T2 T19 Book covers

20. to use simple dictionaries, and to understand their alphabetical organisation; ;

Activity and Worksheets
Y1 T2 T20 Dictionairies and alphabetical order
Y1 T2 T20 Dictionairies

21. to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter;

Writing composition

22. to write labels for drawings and diagrams, e.g. growing beans, parts of the body;
23. to produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts;
24. to write simple questions, e.g. as part of interactive display *('How many...?', 'Where is your house...?');*
25. to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.

Activity and Worksheets
Y1 T2 T25 Assembling information for a non-chronological report
Y1 T2 T25 Non-chronological reports

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

UK Online | DfES | SEU | Teachernet | NGfL | QCA | Ofsted | NCSL

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 3, 4

Objectives

To choose and read familiar books with concentration and attention, discuss preferences and give reasons; to re-tell stories giving the main points in sequence.

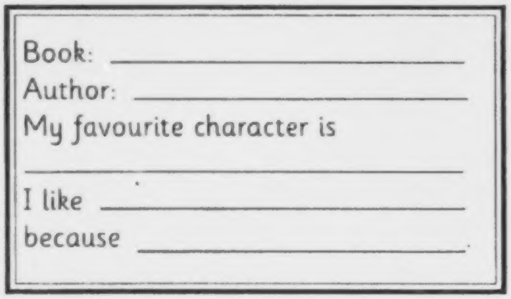
Activities

Class

- Build up a collection of familiar books for each group to create a 'familiar book basket'. This could include small versions of enlarged texts previously used with the whole class or group. Use copies of the books in Guided Reading. Laminate copies of known poems/nursery rhymes. Own or class book versions can be developed through Guided Writing.

Group

- Develop book reviews which have been modelled by the teacher. Focus on one aspect, e.g. *A character I like. Why?* These activities should be developing in complexity and are a good opportunity to use IT.



Book: ____________________

Author: ____________________

My favourite character is

____

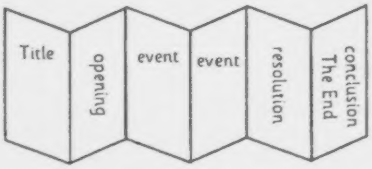
I like ____________________

because ____________________.

- Others: **Book ...** **where ...?** **who ...?** **what happened ...?**
  Book ... **character portrait ...** **word to describe ...** **evidence/quotation ...**

- Discuss preferences for different kinds of books, authors, illustrations, topics.
- Make use of storyboards and story visuals. Create pro-formas for opening/event/resolution.
- Children could make and use sequencing cards derived from their own books.
- Use a word processor for a form of 'electronic consequences'. Children respond to ideas on screen and scroll up before letting the next child key in his/her response.

opening	**event**	**resolution**



Relevant published materials/resources

A Book of One's Own and **Literacy Through the Book Arts**, Paul Johnson (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 6

Objectives

To identify and discuss a range of story themes and to collect and compare.

Activities

Class

- Discuss story themes with children, e.g. What is the story about? Is it a happy/sad story?
Themes could cover:

greed

acceptance

jealousy

friendship

solving problems

- Introduce the word *theme* after discussion.
- Provide a collection of books on themes within the genre, e.g. put adventure stories into a box painted like a treasure chest.
- Make use of the writing table by focusing on a theme (see ideas box opposite).

Focusing on a theme
Ideas include

- Using a familiar story but introducing a different character.
- Providing a different ending.
- Expanding part of the story, e.g. Meanwhile at the top of the beanstalk, the giant ...
- Drawing characters with speech bubbles of what might have been said, e.g. Goldilocks to her mother when she got home.

Group

- Change a story into a play and tape it.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 8,15

Objectives

To identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to build simple profiles of characters from stories read describing characteristics, appearances, behaviour, with pictures, single words, captions, words and sentences from text.

Activities

Class

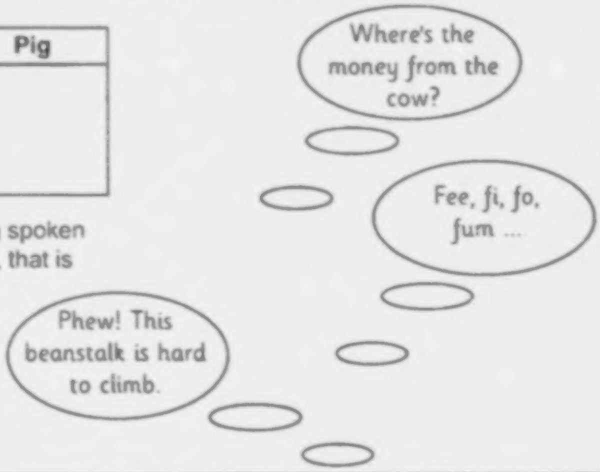
- During Shared Reading, demonstrate and involve children in activities to prepare for group tasks later.

Group

- Riddles - oral. The child thinks of a character, and the group has to ask questions in order to guess, e.g.
  - *Where does the character live?*
  - *Is the character a girl, boy, man, woman, animal?*
- Pin the name of a character on the back of a child. The child has to ask questions, e.g. *Where do I live?* in order to guess the name.
- Ask children to mime actions associated with a character. Only *Yes* or *No* answers are allowed to questions in order to find out who the character is.
- Make a list of phrase (word) clues to sort and fit to the right character, e.g. *fairest in the land, runs away from home, keeps house for seven miners, wears red cloak, likes her granny.* These can be written as a class riddle book.
- To discuss character traits, make comparisons between stories, e.g. compare **Little Red Hen** (traditional tale) with **The Little Yellow Chick**.
- Look at comparisons within stories, e.g. **Little Red Hen**.

Little Red Hen	Dog	Cat	Pig
busy cooks	lazy doesn't cook.		

- Draw characters with speech bubbles using spoken language from the text (or what they might say, that is in character with the story).
- Children could then identify a character, verbally or by matching to a name label.


Where's the money from the cow?
Fee, fi, fo, fum ...
Phew! This beanstalk is hard to climb.

Relevant published materials/resources

The Little Yellow Chicken, Sunshine (Heinemann). **The Little Red Hen**, Traditional.

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 10,16

Objectives

To identify and compare basic story elements: beginning, middle, end; to collect examples of story beginnings and endings; to use some of the more formal elements of stories to structure own writing.

Activities

Class

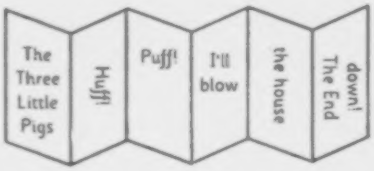
- Using whole class texts, collect and compare traditional stories, e.g. **The Three Little Pigs, Billy Goats Gruff, Red Riding Hood, Jack And The Beanstalk, The Gingerbread Man**. Read the story to the class, re-read encouraging the class to join in any refrain, e.g. *I'll huff and I'll puff ...* Compare different versions of same story, similarities and differences; but significant phrases will remain the same.
- Record significant phrases using speech bubbles. Each child takes on a role, e.g. wolf holds a speech bubble saying, *I'll huff ...* etc., and role plays. Display these on the wall for reading around the room activity.
- Focus on story structure using a published text as a model, e.g. **The Gingerbread Man**. Discuss beginning/opening, middle/event, end/resolution. Produce a shared writing version of a traditional story in new setting, e.g. a classroom, or using a new character, e.g. **The Gingerbread Girl.**

I'll huff and
I'll puff ...

Who's been
eating my ...?

Group

- For sentence work using guided reading sets of books, try some of the following:
  - match a character to significant phrase, e.g. wolf - *I'll huff ...*;
  - story sequencing cards. Match pictures to text;
  - make a collection of rhyming words, e.g. *huff/ puff, can/man*;
  - collect story beginnings and endings, e.g. *A long time ago ... They lived happily ever after.*
- Children could make their own version of a story with bookmaking techniques or using a computer, e.g. zigzag book, concept keyboard, story publisher, **TextEase** software (speech bubbles/word bank), fairytales,Clipart.



Relevant published materials/resources

Responding to Traditional Tales KSI, Teacher's photocopiable resource (Evans).
The Three Little Pigs, The Billy Goats Gruff, Jack and the Beanstalk, The Gingerbread Man, Literacy Links (Kingscourt). **TextEase** software.

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 13

Objectives

To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines.

Activities

Class

- Write a short passage with rhyming words substituted for a correct response.

Children then correct substitutions. Cover with acetate for the children, e.g.

Jack lived with his mother in a mouse. He was a very lazy toy.

The three little figs lived with their other.

The first little fig built a mouse of draw.

Group

- Write tongue twisters or alliterative sentences.
- Take a short sentence from a syntactically repetitive, alliterative or rhyming

text and add an extra ending or substitute other words, e.g.

Pete pats pink pigs

becomes

Pete pats pink porky plastic pigs perfectly.

Relevant published materials/resources

Down They Rolled, One Wobbly Wheelbarrow, Fred Told Me, Magic Bean (Heinemann).
Hairy Tales and Nursery Crimes, Michael Rosen (Armada).

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 14

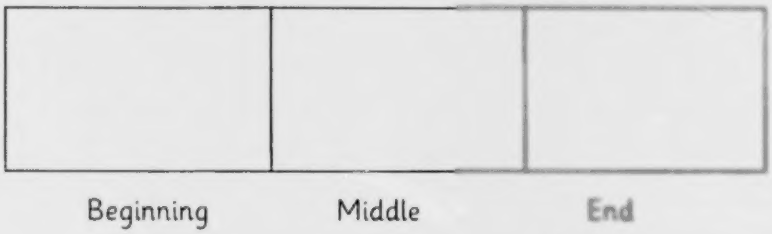
Objectives

To represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version.

Activities

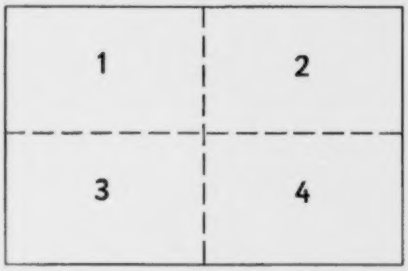
Class

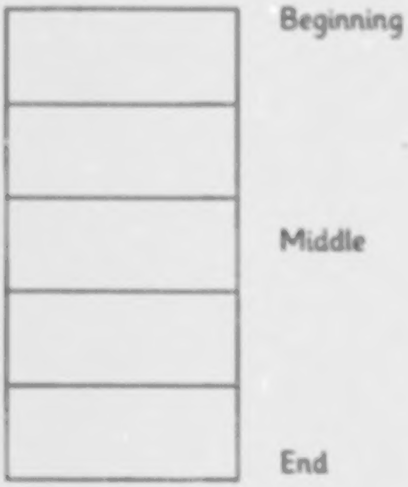
- Tease out the plot from a story which has been modelled with the whole class on a number of occasions before the children attempt this in groups, pairs or individually.
- Use a simple format to isolate main events:



Group

- Draw events in cartoon format on strips or use A4 paper folded to provide four boxes:





- Discuss the sequence of key events, draw and label.
- Discuss and isolate key events for each child to illustrate and label. Create a wall display showing illustrations in sequence or create a class book.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 17

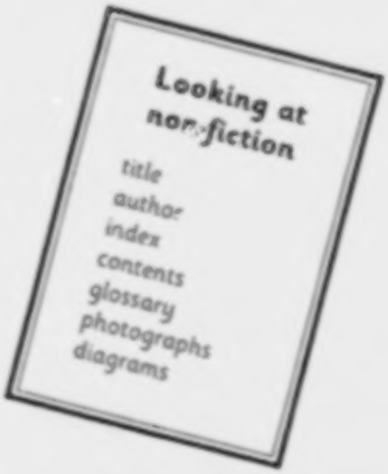
Objectives

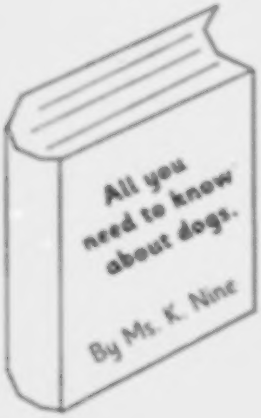
To use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams.

Activities

Class

- Using Big Book examples of fiction and non-fiction, draw the children's attention to cover details, i.e. photos, illustrations, title, author.
- Look at the features of a non-fiction book together and compile a list. Look for similar features in a fiction text. What is the same? What is different?




All you need to know about dogs.
By Ms. K. Nine

Group

- Ask the children to sort a variety of books into two collections: fiction and non-fiction.
- The groups select books from the book corner or the library, according to a given topic, e.g. farm animals.
- Explore classification of books, e.g. a selection of non-fiction books into subjects/topics, according to features.

Plenary

- Encourage the children to explain their criteria for selection.
- Start to produce a wall chart entitled, *What we know about non-fiction.*

Relevant published materials/resources

Any non-fiction Big Books, e.g. **Oxford Reading Tree** series (OUP), **Reading Science** (Nelson), **Infoactive** (Collins), **All Aboard** (Ginn), **Book Project** (Longman), **Magic Bean In Fact** (Heinemann), **Discovery Worlds** (Heinemann), **Pathways** (Collins Educational).

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 18,19,21

Objectives

To read non-fiction books and understand that the reader ... selects according to what is needed; to predict what a given book might be about from a brief look at both front and back covers ... ; to understand the purpose of content pages and indexes and to begin to locate information by page numbers and words by initial letter.

Activities

N.B.
Skills first taught within the Literacy Hour can then be consolidated and extended through class topics and other curricular areas.

Class

- Mask the front cover photo and title of a non-fiction Big Book with strips of paper. Reveal the photo by removing paper strips one by one, encouraging the children to predict the subject matter of the photo.
- Ask the children to predict the title, revealing the individual words either for clues or to confirm predictions. Discuss and list possible content suggestions.
- Ask the children to suggest questions that they think will be answered in the book. List these on a flip chart. Use the contents page to identify sections where the information will be found.
- Ask the children to suggest words that they think will be found in the book. Use the index to look up the words and model how to locate the information by initial letters and page numbers.

Group

- The children can carry out the activities above as part of Guided Reading with an unfamiliar text or as an independent activity.

Plenary

- Refer back to content predictions.

Relevant published materials/resources

Any non-fiction Big Books, e.g. **Oxford Reading Tree** series (OUP), **Reading Science** (Nelson), **Infoactive** (Collins), **All Aboard** (Ginn), **The Book Project** (Longman), **Magic Bean** (Heinemann).

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 18, 21

Objectives

To read non-fiction books and understand that the reader does not need to go from start to finish but selects sections according to what is needed. To understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.

Activities

Class

- Provide enough non-fiction texts, one for each child. Children work in pairs, two books between the pair. One child keeps one and passes one on to the left. Repeat this two or three times. The pair must agree as to why they are keeping a particular book. At the end of the exercise, children must give reasons for their choice.

Group

- Provide non-fiction books for a group. Allow a short time for browsing. Ask questions, e.g.

Questions

If I wanted to find out how to grow a cactus, which book would I choose?

How would I find out which page to look on?

If I wanted to read about spiders which book would I choose?

Which chapter is about spiders?

Relevant published materials/resources

Any non-fiction Big Books, e.g. **Oxford Reading Tree** series (OUP), **Reading Science** (Nelson), **Infoactive** (Collins), **All Aboard** (Ginn), **Book Project** (Longman), **Magic Bean In Fact** (Heinemann), **Discovery Worlds** (Heinemann), **Pathways** (Collins Educational).

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 19, 21

Objectives

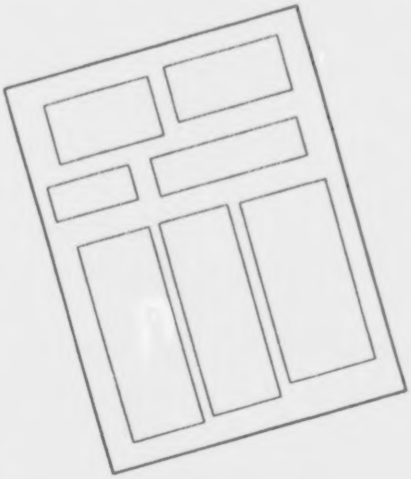
To predict what a given book might be about from a brief look at both front and back covers, including blurb, title and illustration; to discuss what it might tell in advance of reading and check to see if it does; to locate information by page numbers, and words by initial letter.

Activities

N.B.
Skills can be taught within the Literacy Hour and then consolidated and extended through class topics and other curricular areas.

Class

- Mask the front cover photo and title of a non-fiction Big Book with strips of paper. Reveal the photo by removing paper strips one by one, encouraging the children to predict the subject matter of the photo.
- Ask the children to predict the title, revealing the individual words either for clues or to confirm predictions. Discuss and list possible content suggestions.
- Ask the children to suggest questions that they think will be answered in the book. List these on a flip chart. Use the contents page to identify sections where the information will be found.
- Ask the children to suggest words that they think will be found in the book. Use the index to look up the words and model how to locate the information by initial letters and page numbers.



Group

- The children can carry out the activities above as part of Guided Reading with an unfamiliar text or as an independent activity.

Plenary

- Refer back to content predictions.

Relevant published materials/resources

108

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 20

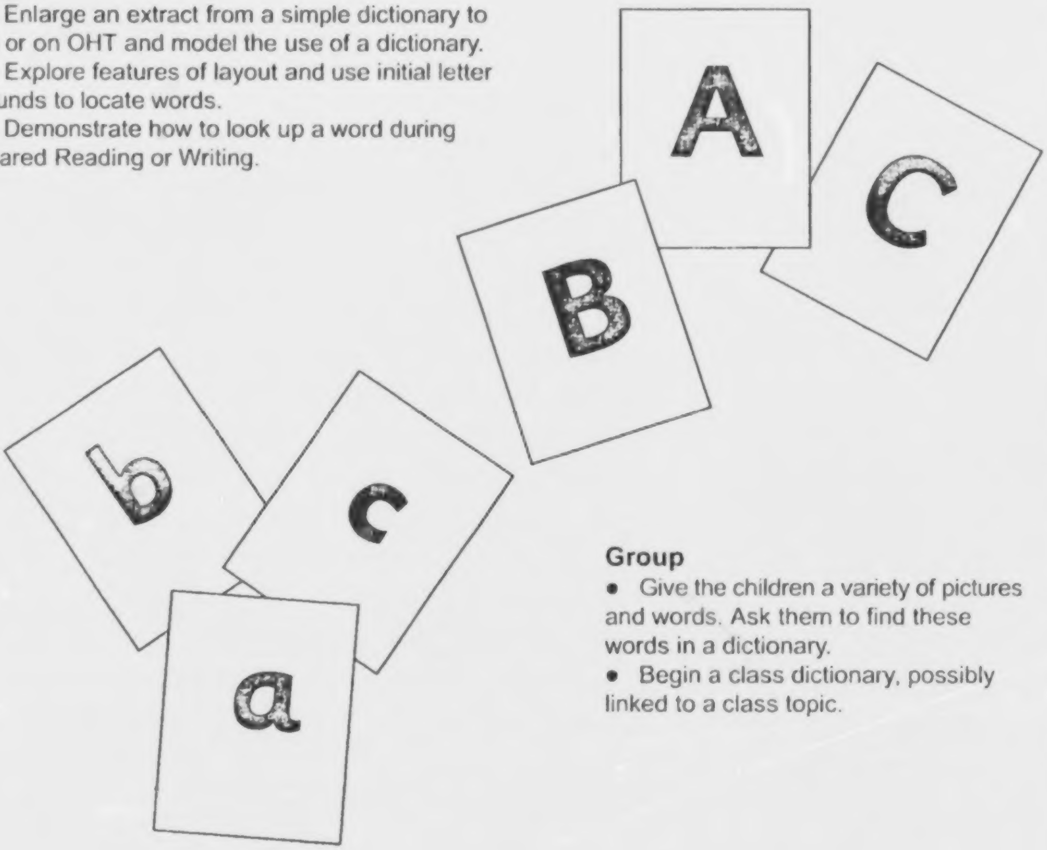
Objectives

To use simple dictionaries, and to understand their alphabetical organisation.

Activities

Class

- Enlarge an extract from a simple dictionary to A3 or on OHT and model the use of a dictionary.
- Explore features of layout and use initial letter sounds to locate words.
- Demonstrate how to look up a word during Shared Reading or Writing.



Group

- Give the children a variety of pictures and words. Ask them to find these words in a dictionary.
- Begin a class dictionary, possibly linked to a class topic.

Relevant published materials/resources

Collins Picture Dictionary (Harper Collins). **ABC Big Book, Pathways** (Collins). **My First Oxford Dictionary** (OUP). Alphabet friezes.

NLS Activity Resource Sheet

Year	1
Term	2
Strand	T 25,W10

Objectives

To assemble information from own experience; to use simple sentences to describe, based on examples from reading; to write simple, non-chronological reports and to organise in lists, separate pages, charts. To make collections of ... significant words linked to particular topics.

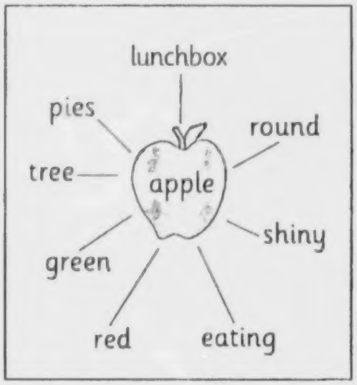
Activities

Class

- Using artefacts, books, etc. as a stimulus, ask the children to contribute what they know about the item. Use questions to focus on specific details.
- In a modelled writing session, using the questions as headings, demonstrate how to construct simple sentences using the children's information e.g. *Apples can be eaten.*

QUESTIONS TO SUPPORT NON-CHRONOLOGICAL REPORT WRITING

What is it?
What does it look like?
Where is it found?
What is it used for?



Group

- Using an artefact or pictures drawn on an A3 sheet, follow the above points as a group.
- Provide writing frameworks for the children to complete, ranging from headings to more structured cloze texts, e.g. *An —— is a fruit.* Use the Photocopiable Resource Sheet if required.
- Using the collections of words, build word banks linked to topics. Put individual words on cards.
- Encourage the children to read and re-read them, match and sort.

Plenary

- When all the groups have completed the activities, discuss how the writing might be collated into a class reference book, e.g. alphabetically.

Relevant published materials/resources

YEAR 1 TERM 3

Range

Fiction and poetry: *stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.*

Non-Fiction: *information texts including recounts of observations, visits, events.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 the common spelling patterns for each of the long vowel phonemes: *ee ai ie oa oo* (long as in moon) Appendix List 3:

- to identify phonemes in speech and writing;
- to blend phonemes for reading;
- to segment words into phonemes for spelling;

Word recognition, graphic knowledge and spelling

2 to read on sight high frequency words specific to graded books matched to the abilities of reading groups;

3 to read on sight other familiar words;

4 to read on sight approximately 30 more high frequency words from Appendix List 1;

5 to recognise words by common spelling patterns;

6 to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;

7 to spell common irregular words from Appendix List 1;

Vocabulary extension

8 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

9 the terms *'vowel'* and *'consonant'*;

Handwriting

10 to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to expect reading to make sense and check if it does not;

2 to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;

3 to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions;

4 about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why;

Sentence construction and punctuation

5 other common uses of capitalisation, e.g. for personal titles *(Mr, Miss)*, headings, book titles, emphasis;

6 through reading and writing, to reinforce knowledge of term *sentence* from previous terms;

7 to add question marks to questions

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to reinforce and apply their word-level skills through shared and guided reading;

2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;

3 to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;

4 to read with sufficient concentration to complete a text, and to identify preferences and give reasons;

5 to re-tell stories, to give the main points in sequence and to pick out significant incidents;

6 to prepare and re-tell stories orally, identifying and using some of the more formal features of story language;

7 to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories;

8 to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes;

9 to read a variety of poems on similar themes, e.g. families, school, food;

10 to compare and contrast preferences and common themes in stories and poems;

11 to collect class and individual favourite poems for class anthologies, participate in reading aloud;

Writing composition

12 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

13 to write about significant incidents from known stories;

14 to write stories using simple settings, e.g. based on previous reading;

15 to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text;

16 to compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery;

Non-Fiction

Reading comprehension

17 to recognise that non-fiction books on similar themes can give different information and present similar information in different ways;

18 to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when;*

19 to identify simple questions and use text to find answers. To locate parts of text that give particular information including labelled diagrams and charts, e.g. *parts of a car, what pets eat, clothes that keep us warm;*

Writing composition

20 to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. *our day at school, our trip to…;*

21 to use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. *'What We Know About…', 'Our Pets';*

22 to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.

Range

Fiction and poetry: *stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.*
Non-Fiction: *information texts including recounts of observations, visits, events.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Phonological awareness, phonics and spelling

1. the common spelling patterns for each of the long vowel phonemes: *ee ai ie oa oo* (long as in moon) from the summary of specific phonics and spelling work:

- to identify phonemes in speech and writing;
- to blend phonemes for reading;
- to segment words into phonemes for spelling;

Activity and Worksheets

- Y1 T3 W1 Long vowel phonemes 1
- Y1 T3 W1 Long vowel phonemes 2
- Y1 T3 W1 Long vowel phonemes 3
- Y1 T3 W1 Long vowel phonemes 4
- Y1 T3 W1 Long vowel phonemes 5
- Y1 T3 W1 Long vowel phonemes
- Y1 T3 W1 Matching rhymes
- Y1 T3 W1 Colour the rhyming words
- Y1 T3 W1 A rhyme trail
- Y1 T3 W1 word trails
- Y1 T3 W1 Phonemes

Related Items

- High Frequency words for word recognition YR to Y2
- Summary of the specific phonics and spelling work to be covered in Years R to 2
- Technical Vocabulary List
- Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 1 Term 1
- Year 1 Term 2
- Year 1 Term 3

Word recognition, graphic knowledge and spelling

2. to read on sight high frequency words specific to graded books matched to the abilities of reading groups;
3. to read on sight other familiar words;
4. to read on sight approximately 30 more high frequency words;
5. to recognise words by common spelling patterns;
6. to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;
7. to spell common irregular words from the list of high frequency words;

Vocabulary extension

8. new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;

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9. the terms 'vowel' and 'consonant';

Handwriting

10. to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

NLS Activity Resource Sheet

Year	1
Term	3
Strand	W 1

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: **ee, ai, ie, oa, oo** (long as in *moon*) and **y** - see Appendix List 3; to identify phonemes in speech and writing.

N.B.
These activities revise rhyming but deliberately use rhymes which contain these long vowels. These activities are entirely **oral** so the different spellings of the rhymes are immaterial.

Activities

(i) by analogy in rhyming patterns

Class

- Make up variations on poems such as Michael Rosen's **Down behind the dustbin**, e.g. *Down behind the dustbin, I knew a cat called Kate, ... wouldn't ever wait, ... got into a state, ... never, never late.*
- Play the *Hail the whale* clapping game:

Hail the whale, the lipstick stale, high-legged, bow-legged bouncing bail.
The children clap in time with the jingle. Start with any word and repeat the jingle inserting the rhyme ending:

... the w... the lipstick st..., high-legged, bow-legged bouncing b ...

e.g. ***Pain** the **wain**, the lipstick **stain**, high-legged, bow-legged bouncing **bain**.*
The rime ending stays the same but the onset changes to **w**, then **st** and finally **b**. There is no need to make this explicit to the children; they just imitate as you say the jingle starting with a different word each time. Repeat using a different long vowel phoneme, e.g.:

Loaf, the woaf, the lipstick stoaf, high-legged, bow-legged bouncing boaf.
Cave the wave, the lipstick stave, high-legged, bow-legged bouncing bave.

- Play *Odd one out*. Say a string of rhyming words and one which does not rhyme, e.g. *moon, hand, tune, spoon*. Ask the children to identify the one which does not rhyme.
- Distribute picture cards amongst the children. See the Photocopiable Resource Sheet for versions of this game. Say a word and the children hold up the pictures which rhyme with that word. Ask them to say the word out loud so all can check it is correct. The children are listening out for the final consonant. For instance, you say **gale**. The children with the pictures of a *snail, whale, tail* would hold them up, not the ones with *cake, train* or *race*.

Group

- The pictures used for the class activities can be used to create packs of cards for matching and sorting activities in pairs, or games such as *Snap* and *Lotto*, and for activity sheets. See the Photocopiable Resource Sheet.
- Activity sheets can be used for individual reinforcement using the suggested pictures. See the Photocopiable Resource Sheets.

Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy Card Games and Photocopy Masters (OUP).
Rhymeworld (Heinemann).

NLS Activity Resource Sheet

Year	1
Term	3
Strand	W 1

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: **ee, ai, ie, oa, oo** (long as in *moon*) and **y** - see Appendix List 3; to identify phonemes in speech and in writing.

N.B:
Examples of words containing various phonemes.
Upper-case letters indicate the long vowel or vowel name.
Two phonemes:
eyes = I, z
day = d, A
Three phonemes:
lace = l, A, ss
sky = s, k, I
old = O, l, d
Four phonemes:
broke = b, r, O, k
screw = s, c, r, oo
toast = t, O, s, t
Five phonemes:
stream = s, t, r, E, m
blind = b, l, I, n, d
These activities are entirely oral.

Activities

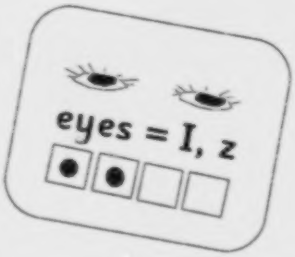
(ii) un-related to rhyme

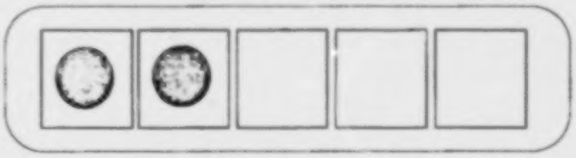
Class

- Distribute picture cards. Say a word and the children hold up the pictures which contain the same middle vowel as that word. Ask them to say the word out loud and all check it is correct. Consideration should be given to regional variations in the pronunciation of **oo** words. See the Photocopiable Resource Sheets.

Group

- The pictures used for the class activities can also be used to create packs of cards for co-operative matching and sorting activities.
- Create a pack of cards in which no two words rhyme but in which there are pairs of words with the same middle phoneme, e.g. *plane, whale; case, lake; feet, bead; stream, peel; pies, kite; pipe, nine; nose, mole; stone, soap; spoon, school; root, soup*. These can be sorted by children into pairs or groups of four.
- Activity sheets can be created in which the children join lines between pairs or groups of pictures with the same medial phoneme. See Photocopiable Resource Sheet.
- Give each child in the group a card with a grid of five squares. Call out a word containing between two and five phonemes, where the vowel is long. The children place a counter in a square as they say each phoneme in the word. For example, for the word *eyes*, the children say **I** as they place a counter in the first square and **z** as they place a counter in the next square. The children are learning to hear all the sounds, **not letters**, in the words. A grid of two or three squares would be a more suitable starting point for some children.





Relevant published materials/resources

NLS Activity Resource Sheet

Year	1
Term	3
Strand	W 1

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: **ee**, **ai**, **ie**, **oa**, **oo** (long as in *moon*) - see Appendix List 3; to segment words into phonemes for spelling.

N.B.
See Introduction for full information about vowel digraphs.

Activities

Class

Possible progression:
Long vowel **ay** at the ends of words.
Long vowels **ee/ea** **ie/y** **ow/oe** **ue/ew** at the ends of words.
Long vowels in the middle of words **ai/a-e** **ee/ea** **igh/i-e** **oa/o-e** **oo/u-e.**

- Starting from a book previously read in Shared Reading, a rhyme or some shared writing, focus on a word with the chosen digraph, e.g. **day**. Ask the children to close their eyes and then tell you which sounds they can hear in the word. Discuss the difference between words which have one letter for every phoneme, such as **dog**, and the word **day**.
- Write the word **day** at the top of a large sheet of paper and ask the children to think of words which rhyme with **day**. Write the words on the chart. The children can also take turns at writing words using **day** as a spelling model. Apart from the word **they**, it is unlikely that the children will suggest any words which do not end in **ay**. As there is a tendency for children to write **they** as **thay** it is an opportunity to emphasise the relationship in spelling between **the** and **they**, or even **them**, **their** and **they**.
- This same activity can be done with the other four long vowel endings. However, it is not so straightforward as **ay** because there are at least two alternative spellings for each phoneme. Taking **ie** and **y** as an example, start with a word from your reading such as **my**. Write it on the board. The children can tell you other words which rhyme with **my**. You will end up with a board full of words which end in **y**, **ie** and **igh**. The children can sort them out by replacing all the **y** words in one colour, the **ie** words in another and so on.
- When the children have explored two digraphs which represent different phonemes, e.g. **ay** and **ow**, they can write words to dictation.
- The introduction of words in which the vowel is in the middle can be carried out in the same way. It is better to start with rhyming words in which the spelling pattern (the rime) is the same throughout. The rimes in this category are: **ake, ate, ame, ave, eep, ine, ice, ipe, ope, ook**. There are a few exceptions, e.g. **wait, sign, soap**. Rimes which are worth exploring but have more exceptions are: **ail, ace, eed, eep, ight, oat**. See also the lists of words on the Photocopiable Resource Sheets.
- Play *Shannon's Game*. See the Photocopiable Resource Sheet.

Relevant published materials/resources

First Steps - Spelling Developmental Continuum and **Spelling Resource Book** (Heinemann).
ACE Spelling Dictionary, David Moseley (LDA).

NLS Activity Resource Sheet

Year	1
Term	3
Strand	W 1

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: **ee**, **ai**, **ie**, **oa**, **oo** (long as in *moon*) - see Appendix List 3; to segment words into phonemes for spelling.

Activities

N.B.
In their independent writing children will make the wrong choices of digraph in words, such as **screem**, until they learn the correct spellings. Through continued conscious exposure to words in reading combined with active word study and practice, children learn to recall the correct visual representation. Make opportunities in Shared and Guided Writing to model proof-reading. You could also enlarge a child's piece of writing from a previous year or write your own. Ask the children to point out possible errors and alternatives. Model the strategy you would wish them to use in their independent writing.

Groups

- When a board full of rhyming words with different endings, e.g. **y**, **ie**, **igh**, has been generated, instead of the class sorting the words out, this can be done in group-time by the children in pairs or threes.
- In pairs or small groups, children write as many words as they can ending in a digraph such as **ay** and **ow**. In the process they will invent new words for which they can make up possible meanings.
- The children can invent jingles using words with a particular digraph (or use some popular ones) and make an illustrated book, e.g.:

The rain in Spain stays mainly in the plain.
Don't wait for Kate; she's always late.
Let the train take the strain.

- An adult writes down all the words the children can think of rhyming with **lay** and **late**. Children sort the words out according to their spellings and create at least one rule that might help them when they are writing 'short' words with the 'long a' in them. For instance, nearly all the words are spelled **ate** not **ait**; but **eight** and **weight** are the exceptions. The children can then look out for other words which rhyme with **late** to see whether they conform to their 'rule'.
- Children can do the same with **ay, ain** and **ane**. They may suggest investigating other **a** rhymes such as **aim/ame, ake/aik, ade/aid, ail/ale**.
- The same activity may be carried out with any other long vowel phonemes.
- Play word trails. See the Photocopiable Resource Sheet.

Plenary

- Children can bring the results of their investigations to plenary sessions, including lists of words they have found, words they have invented and rules they have created.

Relevant published materials/resources

Rhymeworld (Heinemann). **Oxford Reading Tree** - Rhyme and Analogy (OUP).
First Steps: Spelling Developmental Continuum, Spelling Resource Book (Heinemann).
ACE Spelling Dictionary, David Moseley (LDA).

NLS Activity Resource Sheet

Year	**1**
Term	**3**
Strand	**W 1**

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: **ee**, **ai**, **ie**, **oa**, **oo** (long as in *moon*) - see Appendix List 3; to blend phonemes for reading.

Activities

N.B.
At class and group level give children opportunities to reread the books and posters from which they derived words that they have been reinforcing through word wheels, games, etc., thereby ensuring that they continue to recognise the meaningful object of reading.

Exemplar: ow as in **blow** and **know.**

Class

- Return to a favourite rhyme, rhyming book or slogan, e.g. *Row, row, row your boat* on a laminated poster or in a Big Book. Allow the children to underline the vowel digraph. The children can start an **ow** word bank using this rhyme.
- Search the room for other instances of **ow** making an **O** sound at the end of a word. Possible places are the rhymes, *Aeroplanes, all in a row, One man went to mow.*
- Think of advertising slogans and notices children have seen and heard that make use of rhyme, e.g. *Let the train take the strain.* They can make up their own slogans. Some of these slogans will use different spellings of the rhyme, e.g. *Soap on a rope, Slow! Toads on road.*

Group

- Use these **ow** words to reinforce reading by making split-page books using their rhyming words, e.g. *Pat the cat* or *Blow the crow.* The children can make their own word wheels and word slides using the sets of rhyming words they have gathered. See the Photocopiable Resource Sheets and onset-rime combination Resource Sheet.
- The children can make a cube game using their rhyming words.
- Devise words sorts, e.g. two-, three-, four-letter words, words beginning with the same letter, words which are connected by topic. One group could sort them and another group guess what criteria they have sorted them by. Display words in hoops (Venn diagrams), indicating words in two categories.
- Play *Change a Letter.* Start with a word, and change one phoneme (letter or digraph) to make a new word, in a chain, e.g. *tray - pray - play - lay - low - blow.*

Plenary

- Children bring the words they have found, present some of the gadgets they have made with the words, share the pictures they have drawn of new animals, chant some of the jingles they have made up.

Relevant published materials/resources

Find Me a Tiger, Lindley Dodd (Puffin). **One Fish, Two Fish**, Dr. Seuss (Collins).

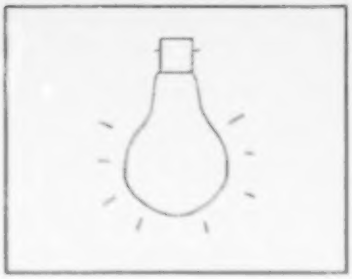
Long vowel phonemes

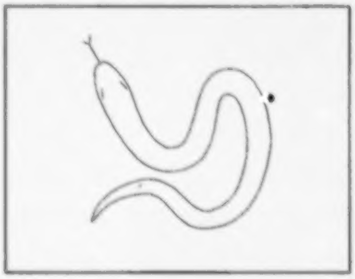
Possible pictures for games are:

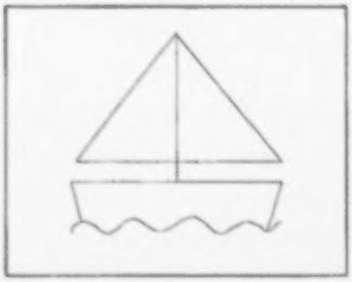
Game 1	Game 2	Game 3	Game 4
cake	feet	hole	five
snake	meat	bowl	hive
lake	seat	goal	dive
rake	sweet	foal	drive
race	stream	coat	sign
face	cream	boat	line
lace	steam	goat	nine
case	team	note	wine
snail	lead	soap	flies
whale	bead	rope	ties
tail	seed	Pope	pies
nail	weed	slope	prize
train	seal	bone	light
lane	wheel	phone	kite
crane	heel	stone	bite
plane	peel	cone	fight

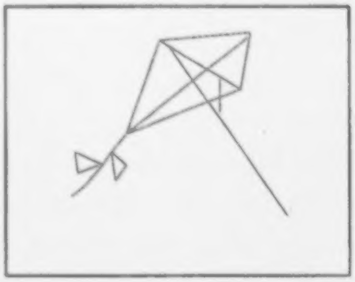
Matching rhymes

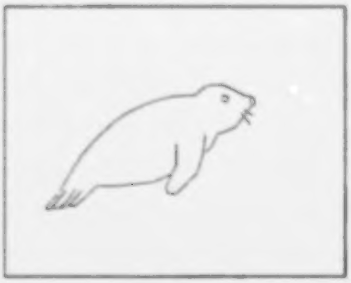
Draw a line to join up the pictures that rhyme.

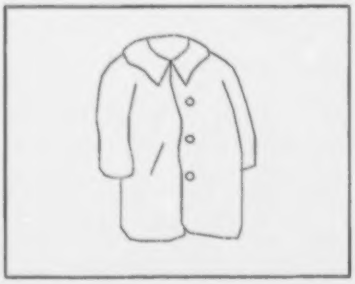


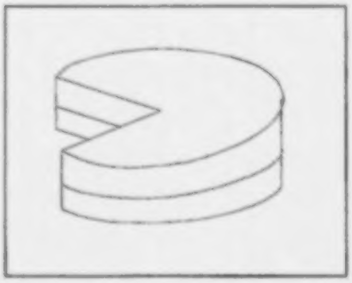


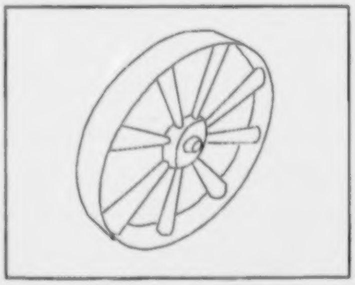






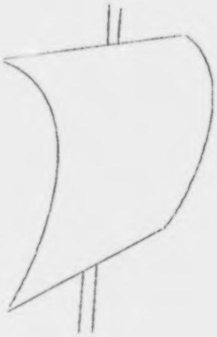


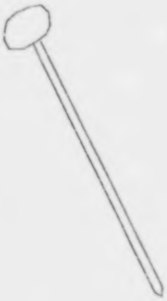


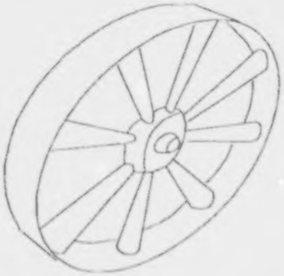


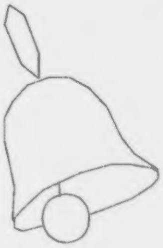
Colour the rhyming words

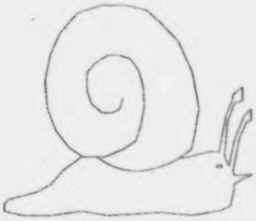
Ask the children to shade all the pictures that rhyme, in the same colour.
They all end in the 'l' sound, but do not all rhyme.

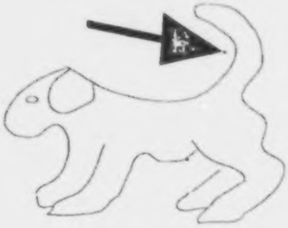


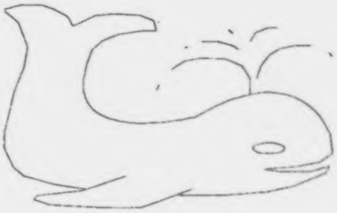


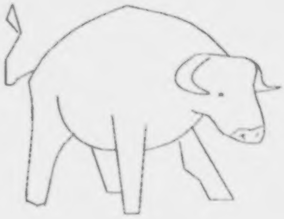


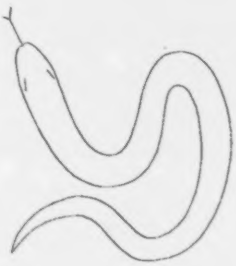


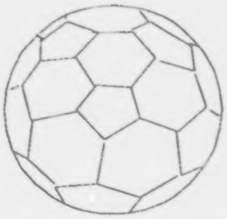


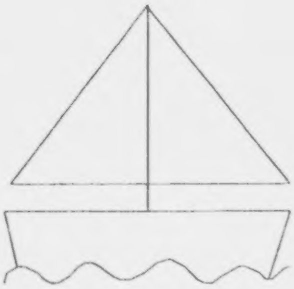






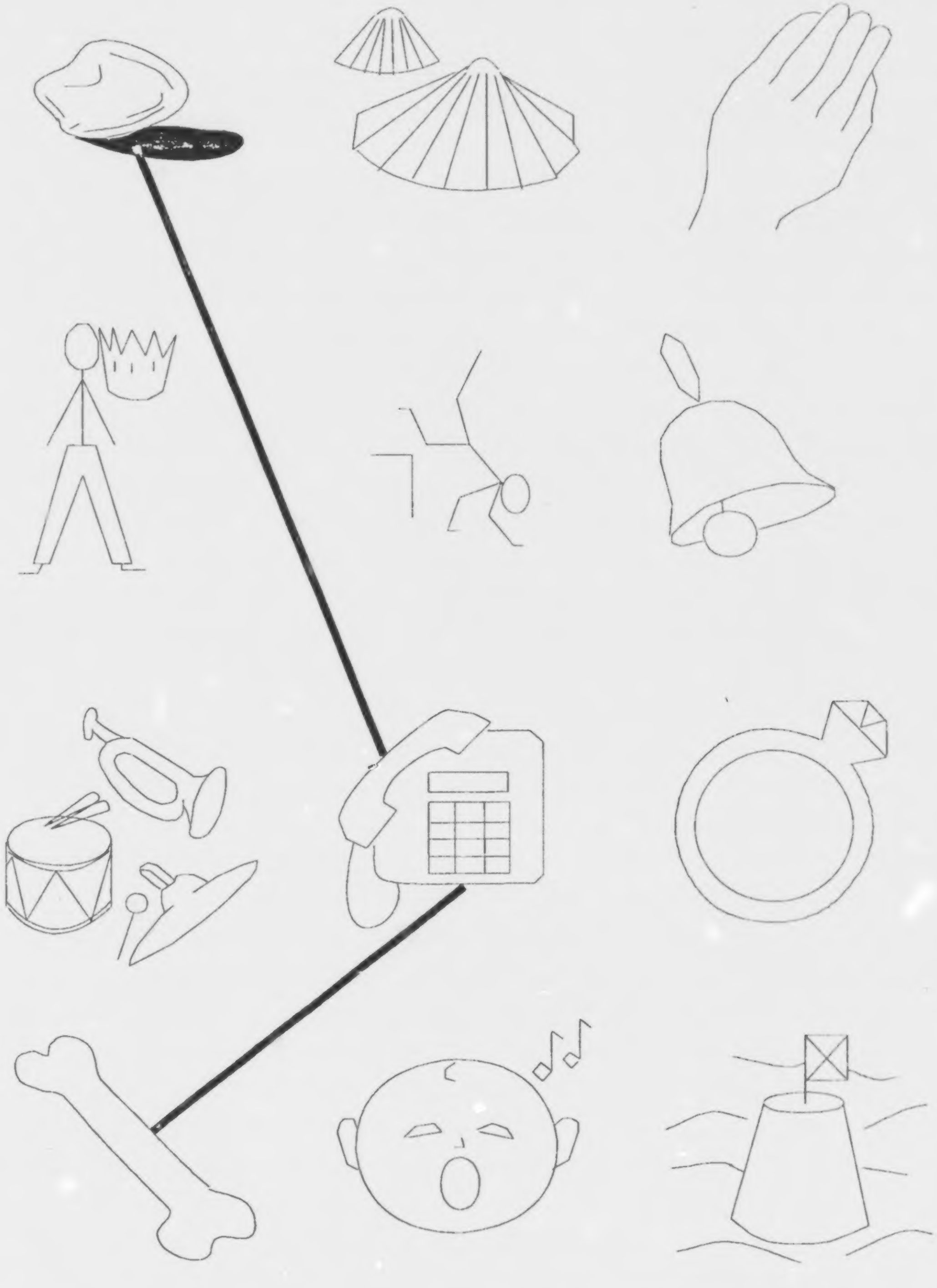






A rhyme trail

Ask children to shade the pictures that rhyme in the same colour.



Phonemes

When vowel digraphs generally occur at the ends of words.

ay	ee	ea/e	y	ie	ow	o	ue	ew
day	see	sea	my	tie	grow	go	blue	blew
may	tree	pea	by	lie	row	so	true	new
way	free	tea	try	die	show	no	due	flew
away	bee	me	cry	pie	snow		glue	grew
play	three	he	sky		flow			few
say		be	why		throw			stew
stay		we	fry		low			chew
hay			fly		blow			screw
pay			sky		window			
gay			dry		below			
lay			sly		crow			
stray			shy		glow			
tray			sty		mow			
they	key		high		toe		do	
					though		to	
							too	
							two	
							who	

Onset-rime combinations

Same phoneme groups	ake	ame	ave		f	l	sh	w	t	s
	ace	ate	ake		f	l	p	r	m	pl
	ail	ame	ake		f	n	r	m	s	sn
	ain	ail	ave		tr	r	p	br	m	tr
	ine	ipe	ice		w	r	sp	m	n	p
	ice	ine	ight		sl	l	m	n	f	r

Different phoneme groups	oon	ine	ail		m	n	sp	p	f	l
	ool	ame	ake		c	f	p	t	st	sh
	oast	ame	ook		r	c	t	l	s	b
	ace	ine	ight		pl	r	p	f	l	n
	ake	eet	ame		t	f	sh	b	fl	m
	ice	oon	ace		f	n	s	w	gr	sp
	ipe	ave	ake		c	sh	w	r	p	s

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Range
Fiction and poetry: *stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.*
Non-Fiction: *information texts including recounts of observations, visits, events.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to expect reading to make sense and check if it does not;
2. to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;
3. to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions;
4. about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why;

Activity and Worksheets

Y1 T3 S4 Word order 1
Y1 T3 S4 Word order 2
Y1 T3 S4 Make a sentence

Sentence construction and punctuation

5. other common uses of capitalisation, e.g. for personal titles *(Mr, Miss)*, headings, book titles, emphasis;

Activity and Worksheets

Y1 T3 S5 Capital letters

6. through reading and writing, to reinforce knowledge of term *sentence* from previous terms;
7. to add question marks to questions.

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 1 Term 1
Year 1 Term 2
Year 1 Term 3

BEST COPY AVAILABLE

NLS Activity Resource Sheet

Year	1
Term	3
Strand	S 4

Objectives

Find out about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit' and discussing the reasons why.

N.B.
See activities for
Y1 T2/T3 Sentence Level.

Activities

Class

- Make *Human Sentences*. Concentrate on sentence order, e.g. from **Mrs. Wishy Washy.**

In went the cow

- You may need 'the' and 'in' words using upper and lower case letters to model the correct form.

the cow went in

the went in cow

- Discuss when *the* needs a capital letter, and when *in* does not. *The went in cow.* Does it make sense? Change *cow* to *pig*, etc.
- Consider the range of words. Which changes fit? Which do not? Why not?

  In went the pig.
  In cow the pig.
- When reading with the whole class, pause and allow the class to substitute/supply missing words or phrases.
- Substitute rhymes through oral cloze, e.g. *Roses are red, violets are blue, sugar is sweet, so are ...*
- Provide silly options so that you have the opportunity to discuss the difference between making sense and rhyme.

Group

- Computers are useful for making and providing quick cloze procedure exercises.
- Mask text in a big book, e.g. using sticky cover notes, to correct words and phrases.
- Cut up sentences from reading for children to re-order, or use the Photocopiable Resource Sheets.
- Make sentences from a collection of words from familiar stories/rhymes.

Relevant published materials/resources

Mrs. Wishy Washy, Storychest (Kingscourt). Software: **Writing With Symbols** (Widgit Software).

Make a sentence

I	like ice-cream.
You	can't do that.
The dogs	ate the bones.
Mr. Smith	is late for work.
We all	went to the zoo.
My mum	hates ironing.

NLS Activity Resource Sheet

Year	1
Term	3
Strand	S 5

Objectives

Other common uses of capitalisation, e.g. personal titles (Mr., Miss), headings, book titles, emphasis.

Activities

Class

- Using a collection of texts, investigate and collect examples of the use of capital letters. Sort into different categories:

Some categories

- Names, beginning of a sentence, e.g. **This is The Sandwich That Max Made**. Substitute Max's name with different children's names.
- Does the capital in the name remain, e.g. **The Hungry Caterpillar**, and in names of the days of the week?
- Extend to include titles (children may have noticed this in their investigations), e.g. Do all book titles have capital letters for all words?
- Emphasis. Use texts with examples, e.g. **A Fly Went By, The Haunted House.**

- Investigate the concept in class/school, e.g. children's own names in the register.
- Match upper case and lower case letters. Make (differentiated) card games, use computer programs, etc.

Relevant published materials/resources

Newspapers, magazines, non-fiction texts, advertisements, photographs of environment, computer text, notices, posters, postcards of illuminated manuscripts.
The Sandwich that Max Made, Literacy Links (Kingscourt). **A Fly Went By**, Dr. Seuss (HarperCollins). **Who's in the Shed?** Literacy Links (Kingscourt). **The Very Hungry Caterpillar**, Eric Carle (Puffin).

department for
education and skills

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The National Literacy Strategy

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NLS Framework   Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Glossary

Word
Phonics, spelling and vocabulary

Sentence
Grammar and punctuation

Text
Comprehension and composition

Range
Fiction and poetry: *stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.*
Non-Fiction: *information texts including recounts of observations, visits, events.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to reinforce and apply their word-level skills through shared and guided reading;
2. to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
3. to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;

Activity and Worksheets
Y1 T3 T3.5 Re-telling stories 1

4. to read with sufficient concentration to complete a text, and to identify preferences and give reasons;
5. to re-tell stories, to give the main points in sequence and to pick out significant incidents;
6. to prepare and re-tell stories orally, identifying and using some of the more formal features of story language;

Activity and Worksheets
Y1 T2 T6 Re-telling stories 2

7. to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories;
8. to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes;
9. to read a variety of poems on similar themes, e.g. families, school, food;
10. to compare and contrast preferences and common themes in stories and poems;
11. to collect class and individual favourite poems for class anthologies, participate in reading aloud;

Writing composition

12. through shared and guided writing to apply phonological, graphic

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Developing Early Writing

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 1 Term 1

Year 1 Term 2

Year 1 Term 3

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knowledge and sight vocabulary to spell words accurately;

13. to write about significant incidents from known stories;
14. to write stories using simple settings, e.g. based on previous reading;
15. to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text;
16. to compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery;

Non-Fiction
Reading comprehension

17. to recognise that non-fiction books on similar themes can give different information and present similar information in different ways;

Activity and Worksheets
Y1 T3 T17,19,22 Non-fiction books
Y1 T3 T17 Exemplar - Teachers' notes

18. to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when;*
19. to identify simple questions and use text to find answers. To locate parts of text that give particular information including labelled diagrams and charts, e.g. *parts of a car, what pets eat, clothes that keep us warm;*

Writing composition

20. to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. *our day at school, our trip to...;*
21. to use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. *'What We Know About...', 'Our Pets';*
22. to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.

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NLS Activity Resource Sheet

Year	1
Term	3
Strand	T 3, 5

Objectives

To notice the difference between spoken and written forms through retelling known stories; compare oral versions with the written text. To re-tell stories, to give the main points in sequence and to pick out significant incidents.

Activities

Class

- Read or re-tell a story. Ask children to pick out the key events: *What is the most important thing that happens in this story? Why?*
- Briefly re-tell a key incident from a familiar story, omitting characters' names, and ask children to identify the story.
- Read or re-tell a familiar story omitting an important incident or getting something out of sequence. Ask: *What is wrong?*
- Tell a familiar story, using range of oral devices, e.g.

addressing the audience,
asking questions,
asides,
digressions,
join-in features such as refrains,
attention-holding devices (*Now ..., Well ..., You see ...*).

Or use audio-cassette versions. Or invite a professional story-teller into school. Ask children to identify ways in which this telling differs from a written version with which they are familiar.

Group

- Children draw a cover picture for a story, aiming to show a key incident.
- Look at cover pictures and text illustrations. Ask: *What moments are chosen? Are they good choices? What would you have chosen?* Draw these illustrations.
- Prepare a set of cards with text of story or sentences which tell main events for children to sequence. Extra challenge can be provided by leaving a gap, represented by a blank card: children place it at the correct point and write missing text.
- Children encapsulate/summarise a story by identifying key incidents, and writing and/or drawing them on cards. Limiting this to a given number of incidents provides extra challenge. Others can then sequence these cards.
- Write eight sentences from/about a story, four indicating major events, four indicating events of minor importance. Ask children to sort these into the major and minor categories.
- Prepare the text of a story with a gap or gaps for children to fill, by re-telling orally or writing what happens at that point.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	1
Term	3
Strand	T 6

Objectives

To prepare and re-tell stories orally, identifying and using some of the more formal features of story language.

Activities

Class

- Base the activity on a story which makes use of more formal, literary language, e.g. the elegant and repeated phrases of **Mr. Rabbit and the Lovely Present;** the patterns of rhythm and rhyme in **The Park in the Dark**; the memorable phrases of **Where the Wild Things Are** (*'That very night in Max's room a forest grew'*).
- Prepare an extract for shared reading, e.g. on OHT. Read aloud, and talk with the children to identify and discuss interesting and distinctive uses of language.
- Read the story aloud, encouraging children to join in with repeated and/or especially memorable elements.

Group

- Provide stories or extracts from stories with formal, literary language. Ask children to plan and rehearse a reading aloud for an audience. A tape recorder offers a way for children to evaluate and improve their reading, and to share the final version.
- Prepare cloze passages with gaps which draw attention to literary, formal uses of language in the story. Give children full texts for them to check their 'answers' against.
- Prepare and rehearse a re-telling of a story which includes memorable, distinctive features of the original. Again, a tape recorder is useful.

Plenary

- Present readings and re-tellings to the class; explain and discuss language features they have used.

Relevant published materials/resources

The Park in the Dark, Martin Waddell (Walker). **Where the Wild Things Are**, Maurice Sendak (Picture Lions).

NLS Activity Resource Sheet

Year	1
Term	3
Strand	T 17,19,22

Objectives

To recognise that non-fiction books on similar themes can give different information and present similar information in different ways. To identify simple questions and use text to find answers. To locate parts of text that give particular information including labelled diagrams and charts. To write own questions prior to reading for information and to record answers.

Activities

N.B.
This is a holistic approach which integrates all these strands. It will take about two weeks. The same activity is then revisited later in the term (using a different theme/topic) to reinforce the concepts/skills.
Week one will be teacher-led, whole-class activities only. The group activities come in week two of the cycle.

See the Photocopiable Resource Sheets for an exemplar lesson plan and recording pro formas.

Relevant published materials/resources

You will need two information books and one story book on the same topic, e.g. **The Life of a Duck,** Magic Bean In-Fact (Heinemann), **Duck Diary,** Literacy Links (Kingscourt), **Farmer Duck,** Martin Wadell (Walker Books).

Ducks

An exemplar to show a holistic approach to Y1 T3 T17, 19, 22

Week One **Class** Monday	• Show the children a variety of books about ducks. Ask them to identify what the books are about from the cover and titles. • Ask the children to brainstorm what they know about ducks and record the answers in column 1 Grid A on the Photocopiable Resource Sheet. Brainstorm what they want to find out about ducks. Record their answers in column 2 of the sheet. • Select three important questions that you are going to research. Write each question in Grid B, using the Photocopiable Resource Sheet, e.g. *Where do ducks live? What do ducks eat?* • Read one of the non-fiction books aloud, asking the children to listen out to see if their questions are answered. Record any answers or an X in Grid B. • Display the grids on the wall in the writing area throughout the two weeks.
Tuesday	• Review the work from the previous day. • Read a second non-fiction book about ducks, and use Grid B to record any questions answered.
Wednesday	• Review the previous days' work. • Read a third book about ducks, but this time choose a fiction book. • Complete Grid B as before and compare answers. • Discuss which is fact and which is fiction.
Thursday	• Review the previous days' work. • Re-read each of the three books. • List any specialist topic words, e.g. *feathers, ducklings*, to create a word bank.
Friday	• Review the previous days' work. • Re-read each of the three books. • Focus on the opening sentences. Discuss the differences, e.g. *Once upon a time, This is a duck.*
Week Two **Group** Monday	• Recap the previous week's work using Grid B. • In Guided Reading sessions, using a group set of **The Life of a Duck** produce a pictorial representation of what has been found out, e.g. picture, diagram. • Label or write captions (vary according to the ability level). • Use the class word bank to support the writing.
Tuesday – Thursday	• As above.
Plenary Friday	• Discuss the different ways in which the children have recorded the information. • Repeat this activity later in the term based on a different theme or collection of books.

YEAR 2 TERM 1

Range

Fiction and poetry: *stories and a variety of poems with familiar settings.*

Non-Fiction: *instructions.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure identification, spelling and reading of long vowel digraphs in simple words from Y1 term 3 (the common spelling patterns for each long vowel phoneme) – Appendix List 3;

2 to revise and extend the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;

3 the common spelling patterns for the vowel phonemes: *'oo'* (short as in good), *'ar', 'oy' 'ow'* (Appendix List 3):

- to identify the phonemes in speech and writing;
- to blend the phonemes for reading;
- to segment the words into phonemes for spelling;

4 to investigate and classify words with the same sounds but different spellings;

Word recognition, graphic knowledge and spelling

5 to read on sight and spell approximately 30 more words from Appendix List 1;

6 to read on sight high frequency words likely to occur

in graded texts matched to the abilities of reading groups;

7 to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling;

8 to secure understanding and use of the terms 'vowel' and 'consonant';

9 to spell common irregular words from Appendix List 1;

Vocabulary extension

10 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

Handwriting

11 to practise handwriting patterns from Year 1;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text; to read on, leave a gap and re-read;

2 to find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after, meanwhile, during, before, then, next, after a while;*

Sentence construction and punctuation

3 to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression;

4 to re-read own writing for sense and punctuation;

5 to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing;

6 to use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to reinforce and apply their word-level skills through shared and guided reading;

2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;

3 to be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in re-telling;

4 to understand time and sequential relationships in stories, i.e. what happened when;

5 to identify and discuss reasons for events in stories, linked to plot;

6 to discuss familiar story themes and link to own experiences, e.g. illness, getting lost, going away;

7 to learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation;

8 to collect and categorise poems to build class anthologies;

Writing composition

9 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

10 to use story structure to write about own experience in same/similar form;

11 to use language of time (see sentence level work) to structure a sequence of events, e.g. *'when I had finished...', 'suddenly...', 'after that...';*

12 to begin using and practising the four basic handwriting joins:
- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*

12 to use simple poetry structures and to substitute own ideas, write new lines;

Non-Fiction

Reading comprehension

13 to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something;

14 to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language;

Writing composition

15 to write simple instructions, e.g. getting to school, playing a game;

16 to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering;

17 to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions;

18 to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read.

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Glossary

Word
Phonics, spelling and vocabulary

Sentence
Grammar and punctuation

Text
Comprehension and composition

Range
Fiction and poetry: *stories and a variety of poems with familiar settings.*
Non-Fiction: *instructions.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Phonological awareness, phonics and spelling

1. to secure identification, spelling and reading of long vowel digraphs in simple words from Y1 term 3 (the common spelling patterns for each long vowel phoneme) from the summary of specific phonics and spelling work;
2. to revise and extend the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;
3. the common spelling patterns for the vowel phonemes: *'oo'* (short as in good), *'ar', 'oy' 'ow'* from the summary of specific phonics and spelling work:

- to identify the phonemes in speech and writing;
- to blend the phonemes for reading;
- to segment the words into phonemes for spelling;

Activity and Worksheets

Y2 T1 W3 Vowel phonemes 1 - oo, ar, oy, ow
Y2 T1 W3 Vowel phonemes 2 - oo, ar, oy, ow
Y2 T1 W3 Vowel phonemes 3 - oo, ar, oy, ow
Y2 T1 W3 Vowel phonemes 4 - oo, ar, oy, ow
Y2 T1 W3 Vowel phonemes 5 - oo, ar, oy, ow
Y2 T1 W3 Draw the picture 1
Y2 T1 W3 Draw the picture 2
Y2 T1 W3 Join the sounds

4. to investigate and classify words with the same sounds but different spellings;

Word recognition, graphic knowledge and spelling

5. to read on sight and spell approximately 30 more words from the high frequency words list;
6. to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
7. to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling;

Activity and Worksheets

Y2 T1 W7 Common verb endings

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 2 Term 1
Year 2 Term 2
Year 2 Term 3

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8. to secure understanding and use of the terms 'vowel' and 'consonant';
9. to spell common irregular words from the high frequency word list;

Vocabulary extension

10. new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

Handwriting

11. to practise handwriting patterns from Year 1;
12. to begin using and practising the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*

NLS Activity Resource Sheet

Year	2
Term	1
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for the vowel phonemes: **oo** (short as in *good*), **ar**, **oy**, **ow** - see Appendix List 3; to identify the phonemes in speech and writing.

Activities

N.B.
This is another opportunity to revise rhyming but deliberately using rhymes which contain these vowels. These activities are entirely oral, so the different spellings of the rimes are immaterial.

(i) by analogy, in rhyming patterns

Class

- Starting from a book, rhyme or slogan that children know, introduce words containing the relevant phoneme/s. The book **A Dark, Dark Tale** generates **ar** (*dark*) and **oo** (*wood*). Dr. Seuss' **One Fish, Two Fish** illustrates all these phonemes. Children can generate words which rhyme with *wood*, and then words which rhyme with *dark*.
- You could also use *How now, brown cow* (words rhyming with *how* and *brown)* or *The wheels on the bus go round and round.*

I'm a little teapot, short
and stout;
Here's my handle; here's
my spout.
When I see the teacups,
hear me shout,
"Tip me up and pour me
out".

Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, what have you found?
Teddy bear, teddy bear, don't make a sound.

- Say a string of rhyming words and one which does not rhyme, e.g. *look, bank, book, took*. The children should identify the one which does not rhyme. Variations (subject to regional variation) might include those in the chart opposite.

hood	back	should	boil	toy	gate
wood	shook	mad	soil	say	shout
led	rook	could	mail	joy	scout
good	took	would	spoil	boy	doubt

Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP).

NLS Activity Resource Sheet

Year	2
Term	1
Strand	W 3

Objectives

Phonological awareness, phonemes and spelling: the common spelling patterns for the vowel phonemes: **oo** (short as in *good*), **ar**, **oy**, **ow** - see Appendix List 3; to identify the phonemes in speech and writing.

Activities

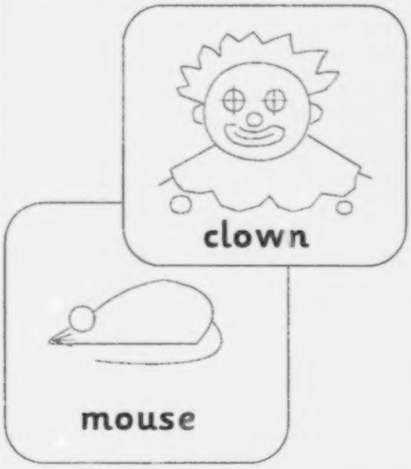
(ii) unrelated to rhyme

N.B.
Examples of words consisting of various phonemes
Two phonemes: cow = c, ow; out = ou, t
Three phonemes: bark = b, ar, k; plough = p, l, ough
Four phonemes: crown: c, r, ow, n; joint = j, oi, n, t
Five phonemes: ground = g, r, ou, n, d.

Class

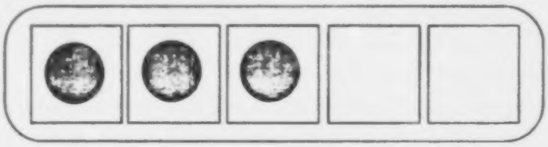
- Distribute picture cards amongst the children. Say a word containing **ar** or **ow**, and the children hold up the pictures which contain the same phoneme as that word. Ask the children to say the word out loud and all check it is correct. Possible pictures are listed below.

car	dark	pound	mouse
star	card	cow	mouth
bar	arm	clown	cloud
shark	cart	crowd	crown
barn	park	house	plough



Group

- The pictures used for the class activities can be used to create packs of cards for co-operative matching and sorting activities.
- Create a pack of cards in which no two words rhyme but in which there are pairs of words with the same middle phoneme, e.g. *mouse, clown; cloud, pound; coin, soil; shark, arm; card, barn; wood, bull.* These can be sorted by children into pairs.
- Make activity sheets in which the children join lines between pairs or groups of pictures with the same medial phoneme. See the Photocopiable Resource Sheet.
- Give each child in the group a card with a grid of five squares.



Say a word containing between two and five phonemes. The children should place a counter in a square as they say each phoneme in the word. For instance, for a two-phoneme word such as *cow*, the children say **c** as they place a counter in the first square and **ow** as they place a second counter in the second square. **N.B.** A grid of two or three squares would be a more suitable starting point for some children.

Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP).

NLS Activity Resource Sheet

Year	2
Term	1
Strand	W 3

Objectives

Phonological awareness, phonics and spellng: the common spelling patterns for the vowel phonemes: **oo** (short as in *good*), **ar**, **oy**, **ow** - see Appendix List 3; to segment the words into phonemes for spelling.

Activities

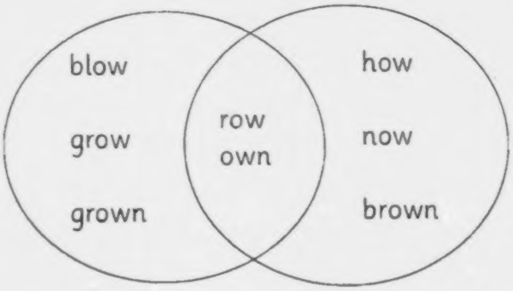
N.B.
As the introduction of digraphs is best achieved through known text, teachers may prefer to work on all objectives **W 3** together.

Class

- Write *can* and *car*, and ask the children what sounds they can hear in each word. The children can generate words which they can hear ending in **an** and write them under *can*, and then words ending in **ar** under *car*. A similar activity may be carried out with *cow* and *can*; *boy* and *bad*; *shark* and *ship*.
- The results of an exploration of the different representations of the phonemes **ar** (in *car*) and **oo** (in *good*) will depend upon the accents of those carrying out the investigation.
- Generate and write down words with **oy** and **oi** in them, e.g. *boy, toil, toy, foil, boil, joy, soil, spoil, coil.*

Group

- Ask the children to sort the words they have generated according to their spellings and create a rule which might help them when they are writing short words with **oy** and **oi** in them.
- The same activity may be carried out with the phoneme **ow** as in *cow* (the diagraphs **ow/ou**). The children should find that although **ow** tends to occur at the ends of words (*cow*) and **ou** in the middle (*shout*), **ow** can also occur in the middle (*down*).
- Extend the wall chart to include the new spelling patterns.



- The children are bound to comment on the **ow** words which they have already learned that sound like **O** as in *blow*. They could start from the point of the spelling pattern and generate all the words containing the diagraph **ow** and classify them, perhaps in a Venn diagram as there is overlap on words, with both pronunciations, e.g. *row* and *bow*.
- Develop some word trails. See the Photocopiable Resource Sheet.
- In independent writing, children could use *Have a go* pads to try out words before writing.
- In their independent writing children may go through a phase of over-generalisation, e.g. *farst* until they learn the correct spellings. Through continued conscious exposure to words in reading combined with active word study and practice, children learn to recall the correct visual representation.

Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP).

NLS Activity Resource Sheet

Year	2
Term	1
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for the vowel phonemes: **oo** (short as in *good*), **ar**, **oy**, **ow** - see Appendix List 3; to blend the phonemes for reading.

Activities

(i) recognise phonemes in words, pointing to individual letters in order; (ii) build words from rhyming sets

Class

- Return to a favourite rhyme, rhyming book or slogan. The following exemplar **ound** will illustrate possible teaching activities. Start with *Teddy bear, teddy bear, touch the ground* (see **W 3**) on a poster/Big Book. Cover the poster with a sheet of laminate to allow the children to underline the vowel digraph. As the children know this verse off by heart they will be able to work out how to read the words at the end of each line. The children can start an **ound** word bank using this rhyme.
- The children can search the room for other instances of **ound** words.
- Ask children to think of advertising slogans and notices they have seen that make use of rhyme. They can then make up their own slogans.

Group

Use these **ound** words to reinforce reading as follows:

- The children can make their own word wheels and word slides using the sets of rhyming words they have gathered. See the Photocopiable Resource Sheets.
- Sort two-, three- and four-letter words, words beginning with the same letter, or words which are connected by topic. One group of children could sort them and another group guess which criteria they have sorted them by. Display words in Venn diagrams, indicating words in two categories.

N.B.
At a class and group level, give the children opportunities to reread the books and posters from which they derived the words that they have been reinforcing through word wheels, games, etc., thereby ensuring that they continue to realise the meaningful object of reading. Where possible the class should have a number of copies of certain key books in addition to an enlarged text in a 'familiar reading book box'. These books may be used for group and paired reading and for reading at home. The children can look out for titles of books in which certain words occur.

Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP).

NLS Activity Resource Sheet

Year	2
Term	1
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for the vowel phonemes: **oo** (short as in *good*), **ar**, **oy**, **ow** - see Appendix List 3; to blend the phonemes for reading.

Activities

(iii) build words unrelated by rhyme.

Class

- In the spelling activities it should be made explicit to children, preferably by their telling the teacher rather than vice versa, that **ou** is pronounced the same in *found, shout, house* and *loud*. Children can make a cube game to practise putting phonemes together to make words.
- The children can play *Change a Letter* in which they start with a word, and change one phoneme (letter or digraph) to make a new word, then another one in a chain, e.g. *cart - part - park - dark - darn - down*, etc.
- The teacher can give instructions to the children using secret messages, e.g.:

Take the first **n** off **nine** and add **l**.
Take the **c** from **cup**.
Take the **c** from **cat**.
Take the **n** from **then**.
Take the **fl** from **floor** and add **d**.

- The children can create their own instructions as above.
- Revise long name vowels *A, E, I, O* and U. **Mr. Magnolia** is a prime and much-loved example illustrating the **oot** rime. The children will know it, but probably have not properly picked out the rhymes. Before showing them the poster/book, let them say it aloud and listen. Then they can pick out the words on the poster and should discover its secret.

N.B.
At a class and group level, give the children opportunities to reread the books and posters from which they derived the words that they have been reinforcing through word wheels, games, etc., thereby ensuring that they continue to realise the meaningful object of reading. Where possible the class should have a number of copies of certain key books in addition to an enlarged text in a 'familiar reading book box'. These books may be used for group and paired reading and for reading at home. The children can look out for titles of books in which certain words occur.

Group

- Make activity sheets to practise reading, where children illustrate the sentence. See the Photocopiable Resource Sheets.

Plenary

- Children bring the words they have found, present some of the gadgets they have made with the words, share the pictures they have drawn of new animals, chant some of the jingles they have made up.

Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP).
Mr. Magnolia, Quentin Blake (Leopard Books, Random House).

NLS Activity Resource Sheet

Year	2
Term	1
Strand	W 7

Objectives

Word recognition, graphic knowledge and spelling: to recognise and spell/use correctly the common verb endings **ed** (past tense) and **ing** (present tense) to support their reading and spelling.

N.B.
In many accents **ing** is pronounced **in**. However, few children seem to have difficulty learning the **ing** spelling; it is introduced within rhyming words in **Y1**. The **ed** ending is much more difficult because there are three different sounds for verbs ending in **ed**:

t as in *dropped* and *looked*.
d as in *closed* and *opened*.
id as in *started* and *mended*.

Children need an implicit/intuitive understanding of grammar in order to place **ed** at the end of a verb; they do not need to know the term *verb* or be able to provide an explanation for why they do it. Modifying the root word, e.g. dropping the **e**, doubling the consonant, before adding **ing** and **ed**, is not the focus until beginning of **Year 4**.

Activities

Class

- Draw the children's attention to the **ing** ending in Shared Reading and spelling, marking text or using a frame to highlight the part of the word.
- Similarly, the starting point for **ed** is in Shared Reading and Writing. Ask the children what sounds they can hear at the ends of the **ed** words.

Group

- Use verbs which do not have to be modified before adding, e.g. *going, sending, playing, calling, singing, shouting, flying, trying*, in dictations, matching games (*call/calling*) and on practice sheets.
- Children can collect **ing** words from their books, posters and notices around the room.
- Children can collect **ed** ending words from books, posters, notices and display them by writing the root of the verb in one colour and the **ed** in another.
- Discuss what function these words all have in sentences. The dictation opposite can be used. There is a possibility that some children might over-generalise and write *rouned*, or *rounded.*
- Invent a creature and make up a few sentences about what terrible things it did, e.g. *It flanted the eggs. It fooped the milk. It colted the hay.* Swap descriptions. Each member of the group, in secret, then spends three minutes drawing a picture. Compare pictures.

Plenary

- Children can bring their lists of **ing** and **ed** words and creature pictures for discussion and display.

Dictation

Rod called for Jim. They played in the park. Rod pushed Jim on the swing. Jim liked it and he laughed a lot. Jim pulled Rod on the round-about. Rod shouted to Jim to stop. Next day it snowed and rained and hailed.

Relevant published materials/resources

Draw the picture

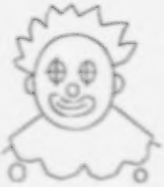
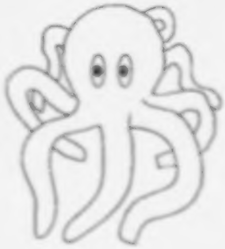
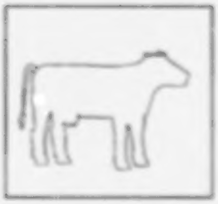
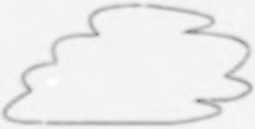
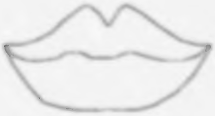
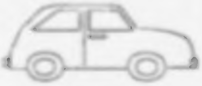
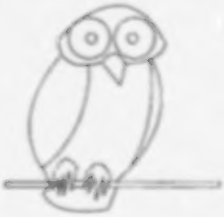
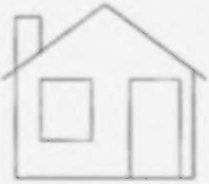
A black party hat.	
A yellow shark.	
Two blue stars.	
One jam tart.	

Draw the picture

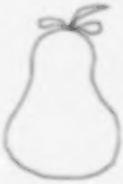
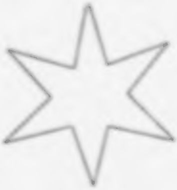
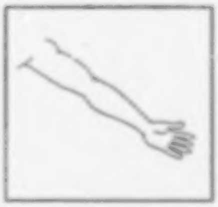
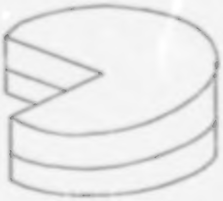
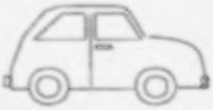
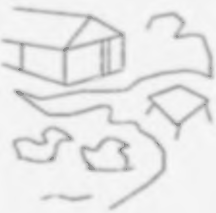
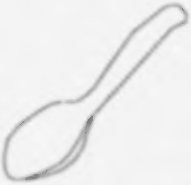
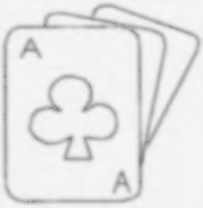
A blue shark.	
A pink star.	
Two red party hats.	
Three jam tarts.	

Join the sounds

Join with **a red line** all the pictures that sound like the one in the box.

Join with **a blue line** all the pictures that sound like the one in the box.

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Range
Fiction and poetry: *stories and a variety of poems with familiar settings.*
Non-Fiction: *instructions.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text; to read on, leave a gap and re-read;
2. to find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after, meanwhile, during, before, then, next, after a while;*

Sentence construction and punctuation

3. to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression;
4. to re-read own writing for sense and punctuation;
5. to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing;
6. to use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.

Related Items

- High Frequency words for word recognition YR to Y2
- Summary of the specific phonics and spelling work to be covered in Years R to 2
- Technical Vocabulary List
- Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 2 Term 1
- Year 2 Term 2
- Year 2 Term 3

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The National Literacy Strategy

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *stories and a variety of poems with familiar settings.*
Non-Fiction: *instructions.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to reinforce and apply their word-level skills through shared and guided reading;
2. to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
3. to be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in re-telling;
4. to understand time and sequential relationships in stories, i.e. what happened when;

Activity and Worksheets

Y2 T1 T4 Time and sequential relationships

5. to identify and discuss reasons for events in stories, linked to plot;

Activity and Worksheets

Y2 T1 T5 Reasons for events in stories 1

Y2 T1 T5 Reasons for events in stories 2

Y2 T1 T5 Reasons for events in stories 3

6. to discuss familiar story themes and link to own experiences, e.g. illness, getting lost, going away;
7. to learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation;
8. to collect and categorise poems to build class anthologies;

Writing composition

9. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
10. to use story structure to write about own experience in same/similar form;
11. to use language of time (see sentence level work) to structure a

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Developing Early Writing

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 2 Term 1

Year 2 Term 2

Year 2 Term 3

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sequence of events, e.g. *'when I had finished...', 'suddenly...', 'after that...'*;

12. to use simple poetry structures and to substitute own ideas, write new lines;

Non-Fiction
Reading comprehension

13. to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something;

Activity and Worksheets
Y2 T1 T13 Writing instructions 1
Y2 T1 T13,14 Following instructions

14. to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language;

Writing composition

15. to write simple instructions, e.g. getting to school, playing a game;

Activity and Worksheets
Y2 T1 T15 Writing instructions 3
Y2 T1 T15 Writing instructions 2
Y2 T1 T15,16 Rules of the game
Y2 T1 T15,16 From one place to another

16. to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering;
17. to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions;

Activity and Worksheets
Y2 T1 T17 Drawing and labelling diagrams

18. to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read.

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NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 4

Objectives

To understand time and sequential relationships in stories, i.e. what happened when.

Activities

Class

- Model with whole class before groups or individuals write own stories.
- Write about a shared experience, using language of time to provide correct sequence of events. Underline, circle or write key time words or phrases in another colour.
- Use this class book for reading.
- Invent stories or recount real experiences using time language to start key sentences, as in the box opposite.
- Use key phrases as a simple framework for children's own writing.

Early this morning I ...
When I was ready I ...
After that ...
Next ...
Suddenly ...
Then ...
Finally ...

Class/Group

- Recall or re-tell events of a story in the correct sequence.
- In a circle, take turns to re-tell the next event in the correct sequence.
- Use language to help sequencing, e.g. *first, then, next, after that, and in the end.*
- Build up pictures into a correct sequence.
- Draw/paint events in sequence.
- Re-tell stories recalling how one event gave rise to the next.
- Provide drawings, or labels, or re-tell a story muddling the events. Children have to help sequence this correctly.
- Underline, circle or list words or phrases in stories that suggest the passing of time, e.g. *After that ... , next ... , when I had finished ...* , etc.
- Discuss how long stories took to happen.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 5

Objectives

To identify and discuss reasons for events in stories, linked to plot.

Activities

Class/Group

- Model with whole class or groups before children attempt own versions.
- Stop at key incidents. Discuss, *What would you do?* Listen to a range of suggestions.

Demonstrate how to write:

- If I was the main character I would ...
- Group suggestions for what they would do next in an awkward situation from a text.
- The next incident, though not the whole of the story.

- Discuss how children might act if they were the main character, considering what sort of person they are, e.g. *if you woke up to find a large beanstalk outside the window would you: run and tell your mum, feel nervous and hide under the bedclothes, go and tell your friends or start climbing?*
- Discuss what might happen next on the basis of what has just happened.
- Discuss what has happened. Why did an event occur? Encourage children to re-read or recall, giving reasons from the text.
- List reasons for why events happen in stories, e.g. *Jack was lazy.*
- Encourage children to refer to their own life when interpreting reasons for events.
- Play *Guess what might have happened next* at a key point in a story. List or draw possible outcomes. Then read on.
- Speculate other possible outcome for known tales.
- Give advice to a main character so they might avoid a possible error, e.g. *Tell Jack not to climb the beanstalk.*

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 5

Objectives

To identify and discuss reasons for events in stories, linked to plot.

Activities

Class

- Talk and work through one of the group activities below, to provide a model and offer opportunities for raising and discussing issues. Draw attention to significant and interesting features of language use.

Group

- Draw a picture map showing which route was taken. Write captions or labels to describe events and encounters along the way. Suitable for stories with a journey-like structure, e.g. **Threadbear** or **Red Fox**. Provide a 'blank' map for children to complete or let them draw their own.
- Represent recurring elements in a patterned story using a matrix, e.g. in **The Owl Who Was Afraid of the Dark** the elements would be:

who Plop meets	what they mistake him for	what they think about the dark

Provide an empty matrix with headings for children to fill in, or let them devise their own.

- Write the text for a picture book in which the story is not fully told in words, e.g. **Rosie's Walk, Not Now Bernard**, using the pictures as a framework.
- Ask children to write diary entries. Retell the events of a story, especially one with a clear daily time structure, in the form of diary entries written by the main character.

Plenary

- Introduce and read their stories; discuss what is shown/not shown in their retellings.

Relevant published materials/resources

Threadbear, Mick Inkpen (Hodder). **Red Fox**, Hanna Giffard (Frances Lincoln).
The Owl Who Was Afraid of the Dark, Jill Tomlinson (Mammoth).
Rosie's Walk, Pat Hutchins (Puffin). **Not Now Bernard**, David McKee (Red Fox).

NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 5, 10

Objectives

To identify and discuss reasons for events in stories, linked to plot.

Activities

Class

- Demonstrate a number of times, with steadily increasing complexity, how to use a story structure to write about own experience.
- Practise re-telling experiences. Encourage children to expand on telling.
- Demonstrate how to plan a simple recount using a story grid:

Who?	**Where?**	**When?**	**What happened?**

- Tell your story. Then draw in *who* and *where*. Include more indication of *when*, if this is possible. Draw a simple sequence to show events. Move on to label the grid.
- On another occasion use your story grid as a basis for writing narrative. *Let's make this into a story. How could we begin? Once upon a time there was a teacher called Mrs. Franklin. Early one morning she was ...*
- Ask children to use a grid to draw experiences and then use this to 'tell' their story.
- Encourage children to tell their story to whole class or a group.
- Children tell their story in pairs, then swap partners and re-tell their own story or those of their friends.
- Visit other classes to tell/recount children's stories.
- Refer to and use simple story plots for re-telling.
- Innovate and develop story plots, placing children as characters in a familiar text.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 13,14

Objectives

To read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something. To note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language.

Activities

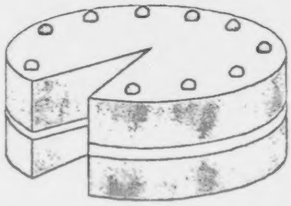
Class

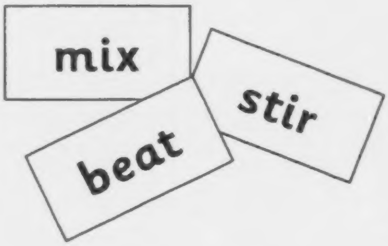
Using an instructional Big Book, e.g. a recipe book:

- Pull out key features of an instruction text, e.g. sequence stages, instructional language, listing resources, numbering, bullet points, different ways of presenting information.
- Cut up an example of an instruction text and re-order it with the class.
- Look at examples of recipes, tins, signs, packets.

N.B.

You will need to collect a wide range of examples of instructions/direction type texts including some exceptions, e.g. those which are purely diagrammatical.



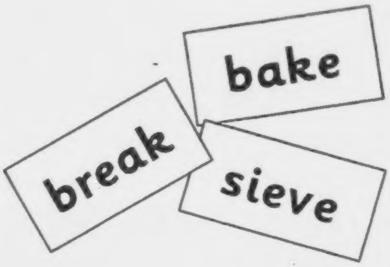


Group

- Use the key features grid on the Photocopiable Resource Sheet to explore instructional texts.
- Re-order the cut up examples.
- Practise reading instructional texts, identifying and listing the key words, e.g. useful words for writing a recipe.

Plenary

- Look for exceptions to the key features.
- Make a class list of key words for recipes, instructions for making something, etc. Use these as a basis for display.



Relevant published materials/resources

Making Puppets, Magic Bean In-Fact (Heinemann). **The Make a Book Book,** Pathways (Collins Ed.).

Name:
Date:

Following instructions

Choose a variety of instruction texts. Look at the grid. Do your texts show you all these things?.

Do the instructions	put things in the right order?	give you a list of what you need?	use language which gives you orders?
Title			
Title			
Title			

NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 15

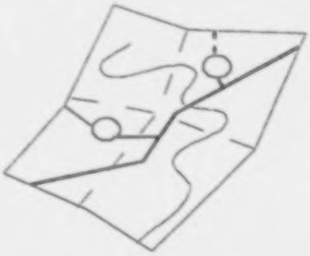
Objectives

To write simple instructions, e.g. getting to school, playing a game.

Activities

Class

- Model instructions with a text, e.g. **On The Way Home,** or any other text using directional language, e.g. *under, past, beside*, and prepositions.
- As a Shared Writing task, write the instructions for moving from one part of the school to another. Focus on the sequence, particular language and prepositions.
- Walk the route with the children and emphasise the key points and language, e.g. through the hall, past the library.
- Review the walk back in class and list the key words.
- Write a shared version of the route walked.
- You could extend this outside of school, e.g. to library, local shops.



Group

- Using the Photocopiable Resource Sheet if appropriate, write the instructions for getting from A to B. This could use a route already walked or the children could make up their own routes through the school, stating the destination, e.g. from the class to the library. They could make up a mystery tour.

Plenary

- Evaluate the success of their direction giving and following. Did anyone get lost?
- Point out that giving directions is one form of telling people what to do, i.e. instructions.

Relevant published materials/resources

On The Way Home, Jill Murphy (MacMillan).

NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 15,16

Objectives

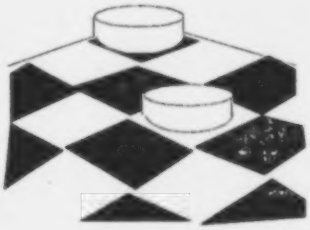
To write simple instructions, e.g. getting to school, playing a game.
To use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering.

Activities

N.B.
Children need extensive prior experience of reading and following rules for games in group activities in class.

Class

- Revise the key features of instruction texts, e.g. sequence, instructional language, list of resources.
- Look at examples from books and games.
- Play a simple known game with the class. Identify the key features, e.g. aim, resources, players, rules, what happens if you cheat, what counts as cheating.
- Brainstorm the rules for the game. Put into a simple sequence or order. Give the key words.

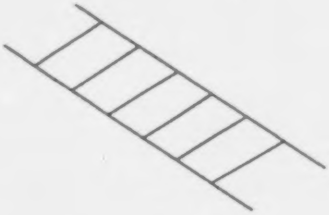


Group

- Play a familiar game.
- Discuss and agree on the sequence of activities.
- Write each action on a piece of card.
- Order these in the correct sequence, adjusting and adding to as necessary.
- Transfer these to a writing frame, or use the Photocopiable Resource Sheet in a Shared Writing session, supported by an adult.
- Give the rules to another group to evaluate.

Plenary

- Each group feeds back about how successful the instructions were and makes alterations where necessary.



Relevant published materials/resources

Making Puppets, Magic Bean In-Fact (Heinemann). **Writing Frames,** Maureen Lewis and David Wray (Reading and Language Information Centre, Reading University). **The Make a Book Book,** Pathways (Collins Ed.).

Name:
Date:

From one place to another

Where are you starting from?
Where are you going to?

Write or draw directions around the route for your friends to follow.

Start here.

Next stop.

Where are we now?

Now we're here.

Nearly there!

Finish!

Name:
Date:

Rules of the game

adult-supported shared writing activity

Name of the game:
Number of players:

Equipment needed:

How do you start the game?

What do you do next?

Write the next three things that you have to do:

1
2
3

Will there be a winner?

How will you know when the game is finished?

NLS Activity Resource Sheet

Year	2
Term	1
Strand	T 17

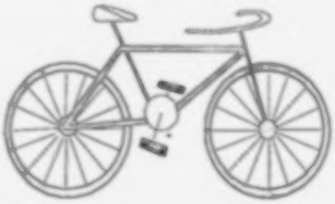
Objectives

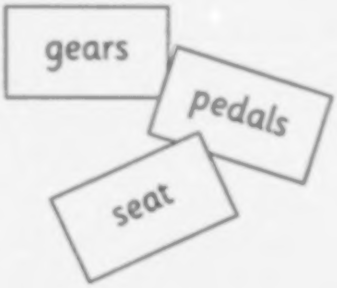
To use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions.

Activities

Class

- Using a Big Book in a Shared Reading session, explore the differences between photographs, diagrams and drawings, clarifying the specific features.
- Look at how items are labelled, e.g. straight lines between the label and the diagram, labels as single words.
- Label a class display, emphasising different aspects.





Group

- Give the children a selection of pictures and diagrams to label. You may want to give the group a few key words to start with.
- The children think of other words and write their own labels.

Plenary

- Discuss whether it is easier to label a photograph or diagram.
- One group of children could share their labelled pictures. The rest of the class list alternative, additional words that could be used.

wheels
spokes

Relevant published materials/resources

Which is Which?, Magic Bean in Fact (Heinemann). **Life of a Duck,** Magic Bean In Fact (Heinemann). **Check up with the Doctor,** Magic Bean In Fact (Heinemann). **Infoactive** (Collins Educational). **Discovery Worlds** (Heinemann).

YEAR TERM

2 2

Range

Fiction and poetry: *traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.*

Non-Fiction: *(i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;

2 the common spelling patterns for the vowel phonemes: *'air', 'or', 'er'* (Appendix List 3):

- to identify the phonemes in speech and writing;
- to blend the phonemes for reading;
- to segment the words into phonemes for spelling;

3 to read and spell words containing the digraph *'wh', 'ph', 'ch' (as in Christopher);*

4 to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon;*

5 to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children.* Extend to written forms and note syllable boundary in speech and writing;

Word recognition, graphic knowledge and spelling

6 to read on sight and spell all the words from Appendix List 1;

7 for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;

8 to spell words with common prefixes, e.g. *'un', 'dis',* to indicate the negative;

9 to spell common irregular words from Appendix List 1;

Vocabulary extension

10 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

11 the use of antonyms: collect, discuss differences of meaning and their spelling;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read;

2 to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks);

3 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions.

4 to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am; the children are;*

5 to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use past tense consistently for narration;

Sentence construction and punctuation

6 to identify speech marks in reading, understand their purpose, use the terms correctly;

7 to investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings;

8 to use commas to separate items in a list;

9 to secure the use of simple sentences in own writing.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to reinforce and apply their word-level skills through shared and guided reading;

2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;

3 to discuss and compare story themes;

4 to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher;

5 to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour;

6 to identify and describe characters, expressing own views and using words and phrases from texts;

7 to prepare and re-tell stories individually and through role-play in groups, using dialogue and narrative from text;

8 to read own poems aloud;

9 to identify and discuss patterns of rhythm, rhyme and other features of sound in different poems;

10 to comment on and recognise when the reading aloud of a poem makes sense and is effective;

11 to identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems;

Writing composition

12 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

Handwriting

12 to practise handwriting patterns from Year 1;

13 to practise handwriting in conjunction with the phonic and spelling patterns above;

14 to use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*

13 to use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting;

14 to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text;

15 to use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words;

Non-Fiction

Reading comprehension

16 to use dictionaries and glossaries to locate words by using initial letter;

17 that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries;

18 to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used;

19 to read flow charts and cyclical diagrams that explain a process;

Writing composition

20 to make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems;

21 to produce simple flow charts or diagrams that explain a process.

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Range

Fiction and poetry: *traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.*

Non-Fiction: *(i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read;
2. to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks);
3. to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) - identify errors and suggest alternative constructions;
4. to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am; the children are;*
5. to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use past tense consistently for narration;

Sentence construction and punctuation

6. to identify speech marks in reading, understand their purpose, use the terms correctly;
7. to investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings;
8. to use commas to separate items in a list;
9. to secure the use of simple sentences in own writing.

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 2 Term 1

Year 2 Term 2

Year 2 Term 3

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education and skills

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The National Literacy Strategy

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▫ NLS Framework ▫ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ▫
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.*

Non-Fiction: *(i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Phonological awareness, phonics and spelling

1. to secure the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;
2. the common spelling patterns for the vowel phonemes: *'air', 'or', 'er'* from the summary of specific phonics and spelling work:

- to identify the phonemes in speech and writing;
- to blend the phonemes for reading;
- to segment the words into phonemes for spelling;

Activity and Worksheets

Y2 T2 W2 Vowel phonemes 1 - air, or, er
Y2 T2 W2 Vowel phonemes 2 - air, or, er
Y2 T2 W2 Vowel phonemes 3 - air, or, er
Y2 T2 W2 Vowel phonemes 4 - air, or, er

3. to read and spell words containing the digraph *'wh', 'ph', 'ch' (as in Christopher);*

Activity and Worksheets

Y2 T2 W3 Digraphs wh, ph ch

4. to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon;*

Activity and Worksheets

Y2 T2 W4 Splitting up words

5. to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children.* Extend to written forms and note syllable boundary in speech and writing;

Word recognition, graphic knowledge and spelling

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 2 Term 1
Year 2 Term 2
Year 2 Term 3

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6. to read on sight and spell all the words from the high frequency word list;
7. for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
8. to spell words with common prefixes, e.g. *'un'*, *'dis'*, to indicate the negative;
9. to spell common irregular words from the high frequency word list;

Vocabulary extension

10. new words from reading linked to particular topics, to build individual collections of personal interest or significant words;
11. the use of antonyms: collect, discuss differences of meaning and their spelling;

Handwriting

12. to practise handwriting patterns from Year 1;
13. to practise handwriting in conjunction with the phonic and spelling patterns above;
14. to use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*

NLS Activity Resource Sheet

Year	2
Term	2
Strand	W 2

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for the vowel phonemes: **air**, **or**, **er** - see Appendix List 3; to identify the phonemes in speech and writing.

Activities

Class

- Starting from a book, rhyme or slogan that children know, introduce words containing the relevant phoneme/s. The rhyme represented by the letter patterns **are** (*care*), **air** (*fair*), **ear** (*bear*) is particularly popular. **This Is the Bear and the Scary Night** by Sarah Hayes, **Hairy Maclary, Find Me a Tiger** and **Basket Work** (also **ir** and **or**) by Lynley Dodd, **ABC** (also **all**) by Quentin Blake. Dr. Seuss' **One Fish, Two Fish** illustrates all these phonemes.
- Say a string of rhyming words and include one which does not rhyme, e.g. *chair, share, for* and *pair*. The children should identify the one which does not rhyme. See the Photocopiable Resource Sheet.
- For an activity unrelated to rhyme, distribute picture cards amongst the children. See Photocopiable Resource Sheet. Say a word and the children hold up the pictures which contain the same phoneme as that word. Ask them to say the word out loud and all check it is correct.

N.B.
This is another opportunity to revise rhyming but deliberately using rhymes which contain these vowels. These activities are entirely oral so the different spellings of the rhymes are immaterial.

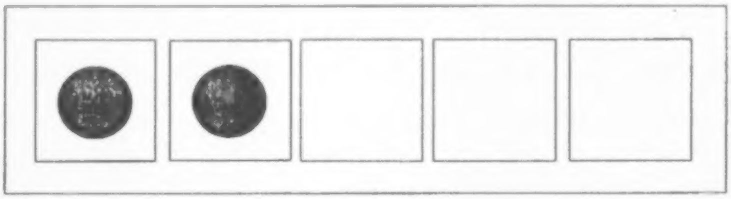
Two phonemes:
fur = f, ur
earn = ear, n

Three phonemes:
burn = b, ur, n
stare = s, t, are

Four phonemes:
sport = s, p, or, t
burnt = b, ur, n, t

Group

- Pictures used for class activities can be used to create packs of cards for co-operative matching and sorting.
- Give the set of cards (as above) to a small group, to sort out according to the common phonemes.
- Activity sheets can be created in which the children join lines between pairs or groups of pictures with the same phoneme.
- Give each child in the group a card with a grid of four squares. Say a word containing between two and four phonemes. The children place a counter in a square as they say each phoneme in the word. For instance, for a two-phoneme word such as *fur*, the children say **f** as they place a counter in the first square and **ur** as they place a second counter.



Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP). **Rhymeworld** (Heinemann). **This is the Bear and the Scary Night**, Sarah Hayes (Walker). **Hairy Maclary, Find Me a Tiger, Basket Work**, Lynley Dodd (Puffin). **ABC**, Quentin Blake (Picture Lions). **One Fish, Two Fish**, Dr. Seuss (Collins).

NLS Activity Resource Sheet

Year	2
Term	2
Strand	W 2

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for the vowel phonemes: **air**, **or**, **er** - see Appendix List 3; to segment the words into phonemes for spelling.

N.B.
As the introduction of digraphs is best achieved through known text, teachers may prefer to work on aspects of objective **W2** together.

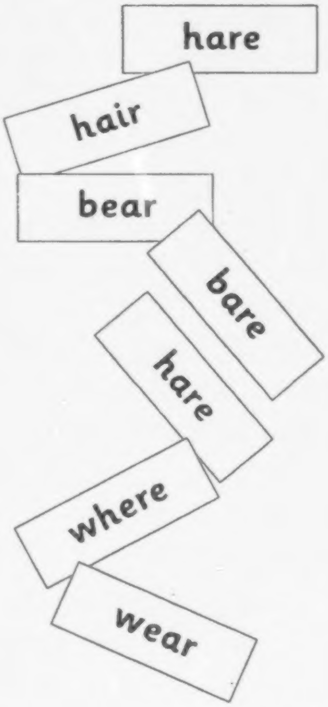
Activities

Class

- Write two words, e.g. *fat* and *fork*, and ask the children what sounds they can hear in each word. The children can generate words which they can hear end in **at** and write them under *fat*, and then words ending in **ork** under *fork*. A similar activity may be carried out with *can* and *corn* (children may supply *dawn*, *pawn* and *fawn* in some regions). It may be helpful to use a grid (see **W2**).
- The results of an exploration of the different representations of the phoneme **aw** (*law*) and **or** (*for*) will depend upon the accents of those carrying out the investigation. For some people these two words rhyme; others pronounce the **r** in *for*.
- Generate and write down all the words the children can think of ending with the phoneme **air**, e.g. *hair, hare, stair, stare, fair, pair, pear, bear, bare, tear, wear, where, swear, spare, care, dare, scare, glare, mare, rare, square, snare, there*. Ask the children to sort them out according to their spellings. Can they find any clues to help with the spelling?
- The same activity can be carried out with the **or** and **aw** phonemes in them, and again with the **er** phoneme.
- Extend the wall chart to include the new spelling patterns.

Group

- For use in independent writing, children could use *Have a go* pads to try out words before writing.
- In their independent writing children may go through a phase of over-generalisation, e.g. *farst*, until they learn the correct spellings. Through continued conscious exposure to words in reading combined with active word study and practice, children learn to recall the correct visual representation.



Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP). **Rhymeworld** (Heinemann).

NLS Activity Resource Sheet

Year	2
Term	2
Strand	W 2

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for the vowel phonemes: **air**, **or**, **er** - see Appendix List 3; to blend the phonemes for reading.

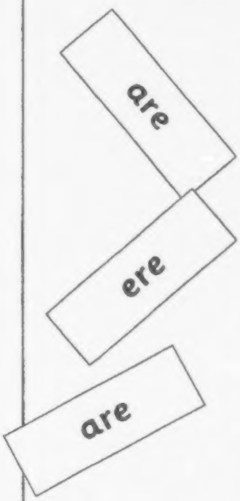
Activities

(i) recognise phonemes in words, pointing to individual letters in order;
(ii) build words from rhyming sets.

Class

- Return to a favourite rhyme, rhyming book or slogan. The following exemplar **air** will illustrate possible teaching activities. Start with a favourite book, e.g. **This Is the Bear and the Scary Night** by Sarah Hayes or **Hairy Maclary** by Lynley Dodd. Cover the page with a sheet of laminate to allow the children to underline the vowel digraph. Notice that there are three different spelling patterns for this rhyme.
- List advertising slogans and notices they have seen that make use of the rhyme. They can then make up their own slogans.

N.B.
Give the children opportunities to reread the books and posters from which they derived the words that they have been reinforcing through word wheels, games, etc., thereby ensuring that they continue to recognise the meaningful object of reading. Where possible the class should have a number of copies of certain key books in addition to an enlarged text. These books may be used for group and paired reading and for reading at home.



Group

- The children can search the room for other instances of **air**-sounding words in their various spellings. The three spellings of this phoneme crop up fairly equally in books and rhymes. The phoneme spelled **air** is also a word; **ear** and **are** are, of course, also words but with different pronunciations. This can be the source of interesting investigation and discussion.
- Use the **air**, **ear** and **are** words to reinforce reading. Make word wheels and word slides using the sets of rhyming words they have gathered.
- Sort two-, three- and four-letter words, words beginning with the same letter, words which are connected by topic. One group of children could sort them and another group guess which criteria they have sorted them by. Display words in Venn diagrams.
- To develop activities using the word **or**, read **Would You Rather?** by John Burningham. Discuss alternatives and how we express them with the word **or**. Children can make their own books with each page saying *Would you rather have a ... or a ... ?*
- The children can generate and then categorise all the words which end in the **or** phoneme. They will vary in spelling, e.g. *law, saw, tore, more, for, door.*

Relevant published materials/resources

Oxford Reading Tree - Rhyme and Analogy (OUP). **Rhymeworld**, (Heinemann). **This is the Bear and the Scary Night**, Sarah Hayes (Walker). **Hairy Maclary Big Book**, Lynley Dodd (Heinemann). **Would You Rather?**, John Burningham (Armada Lion).

NLS Activity Resource Sheet

Year	2
Term	2
Strand	W 2

Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for the vowel phonemes: **air**, **or**, **er** - see Appendix List 3; to blend the phonemes for reading.

Activities

(iii) build words unrelated to rhyme.

Class

- From the rhyming activities already carried out, children will have begun to realise that there is a consistent pronunciation to certain letter combinations, for example that words spelled with **ir**, e.g. *first, third, dirt* and *girl* have a similar pronunciation. Reinforce during Shared Reading, work with magnetic letters, and Shared Writing.
- The teacher can give instruction to the children using secret messages, e.g.

Take the **sh** from
push and add **t**.
Put **y** at the
beginning of **our**.
Take the **l** off
look and add **b**.
Put **a** before **way**.

- The children can create their own instructions, as above.

Group

- Children can make a cube game from cubes available in the classroom, to practise putting phonemes together to make words. See the Photocopiable Resource Sheets.
- The children can play *Change a Letter* in which they start with a word, and change one phoneme (letter or digraph) to make a new word, then another one in a chain: *bird - third - thirst - first - fast - last - lost.* They can make some up and give just the first and last words to friends to solve.
- To reinforce the various spellings of phonemes, provide activity sheets in which the children join the rhyming words (rhymes should be spelt differently). See the Photocopiable Resource Sheets.

Plenary

- Children can talk about discoveries they have made about words: different spellings of the same phoneme and different pronunciations of the same spelling. They can demonstrate the gadgets they have made, show the books they are making, etc.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	2
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: to read and spell words containing the digraphs **wh**, **ph** and **ch** (as in *Christopher*).

Activities

Class

- 'Ph' and 'ch' occur frequently in names, e.g. *Christopher, Chloe, Christine, Nicholas, Michael, Stephanie, Stephen, Philip, Philippa*, and this is almost certainly the most natural medium through which to teach these two consonant digraphs. There are other pronunciations such as Michelle, Chantal, Chandri but for the purposes of this exercise stick with the hard 'c' pronunciation.
- Children can collect words containing these digraphs as they come across them in their reading. Obviously there are many words containing these digraphs which are not appropriate at this age. In the case of 'ph' almost all words they come across will have the 'f' pronunciation (except 'shepherd'). 'Ch' words will need to be checked carefully for pronunciation before they are written up on a chart, or you may decide to collect examples for each sound on two (or three) lists - *much, church, each, Christmas, school, technology, chef, parachute, brochure.*

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton).
Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	2
Term	2
Strand	W 4

Objectives

Phonological awareness, phonics and spelling: to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon.*

N.B.
In their independent writing children should be encouraged to have a go at spelling unknown words by breaking up the words into syllables and identifying the phonemes or phoneme clusters. Some children can be hesitant about trying out new words and some simple activities using multisyllabic words usually gives them the necessary confidence.

Activities

Class

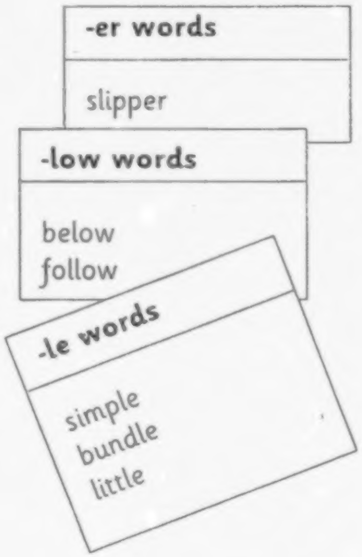
- When a multisyllabic word is offered in Shared Writing, this is a suitable time to explain that the spelling of all long words can be attempted by breaking them into syllables.
- To reinforce the point a few minutes could be spent modelling the process of spelling long words. See the list on the Photocopiable Resource Sheets. All the children clap the syllables, say the first syllable slowly, sound out the phonemes, suggest the letter/s for each phoneme as you (or a child) write them on the board.
- In Shared Reading, occasionally the children's attention could be drawn to a long word to demonstrate how it consists of syllables.

Group

- After the children have completed their independent writing they could get into pairs or small groups, choose two or three long words from their writing to look up in a dictionary and compare their versions with the dictionary version.
- They could write these words on a poster, underlining the tricky bit of the word.
- They should then discuss the word and decide on a way to remember the word for future use, for instance by connecting it with another word, e.g. *dinosaur/Laura.*
- It may seem appropriate for some children to collect words with similar features to the word in question, e.g. *le* words: *simple, little, bundle.*

Plenary

- The children would present the poster of the long words and explain how they recommend the rest of the class to remember to spell the words.



Relevant published materials/resources

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The National Literacy Strategy

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.*
Non-Fiction: *(i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read;
2. to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks);
3. to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) - identify errors and suggest alternative constructions;
4. to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am; the children are;*
5. to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use past tense consistently for narration;

Sentence construction and punctuation

6. to identify speech marks in reading, understand their purpose, use the terms correctly;
7. to investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings;
8. to use commas to separate items in a list;
9. to secure the use of simple sentences in own writing.

Related Items

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Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 2 Term 1

Year 2 Term 2

Year 2 Term 3

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The National Literacy Strategy

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ■
Comprehension and composition

Range
Fiction and poetry: *traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets*
Non-Fiction: *(i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to reinforce and apply their word-level skills through shared and guided reading;
2. to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
3. to discuss and compare story themes;
4. to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher;

Activity and Worksheets
Y2 T2 T4 Predicting story endings

5. to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour;
6. to identify and describe characters, expressing own views and using words and phrases from texts;

Activity and Worksheets
Y2 T2 T6 Describing characters

7. to prepare and re-tell stories individually and through role-play in groups, using dialogue and narrative from text;

Activity and Worksheets
Y2 T2 T7 Re-telling stories

8. to read own poems aloud;
9. to identify and discuss patterns of rhythm, rhyme and other features of sound in different poems;
10. to comment on and recognise when the reading aloud of a poem makes sense and is effective;
11. to identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Developing Early Writing

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 2 Term 1

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Year 2 Term 3

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the language of the poems;

Writing composition

12. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
13. to use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting;
14. to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text;

Activity and Worksheets
Y2 T2 T14 Character profiles

15. to use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words;

Non-Fiction
Reading comprehension

16. to use dictionaries and glossaries to locate words by using initial letter;
17. that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries;
18. to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used;

Activity and Worksheets
Y2 T2 T17,18 Dictionairies and glossaries

19. to read flow charts and cyclical diagrams that explain a process;

Writing composition

20. to make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems;
21. to produce simple flow charts or diagrams that explain a process.

NLS Activity Resource Sheet

Year	2
Term	2
Strand	T 4

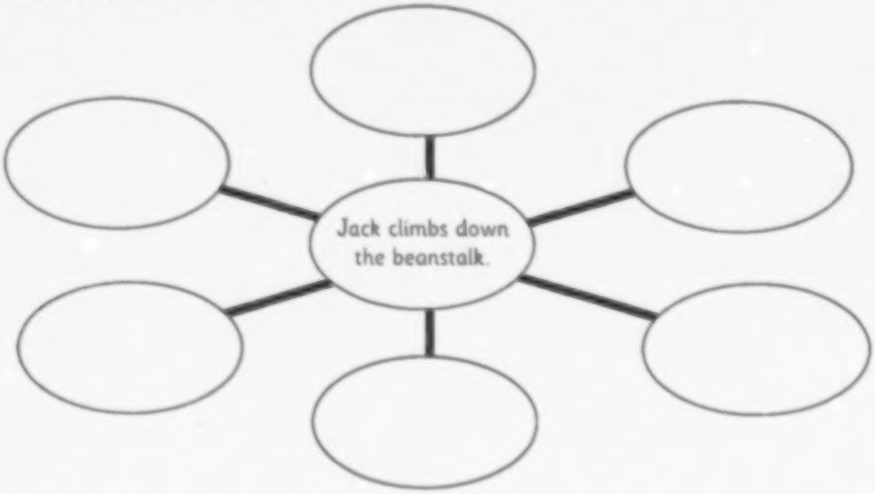
Objectives

To predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher.

Activities

Class

- Pause at a key point for children to suggest what might happen next or how a story might end.
- List or draw a range of possible predictions.
- Ask children to justify suggestions, referring back to what has happened.
- Use a diagram to gather suggestions. Children could write possible predictions in empty spaces provided.



Group

- Provide an extract for a group to read and then predict what will happen next. Then provide the next extract for them to read and predict what will happen next - and so on.
- Use paper clips to hide, or stop children from reading, the last few pages of a picture book. The group reads up to this point and then draws and writes the ending of the picture book. Groups or pairs report back their suggestions during the plenary session and then teacher reveals the author's ending.
- Identify key moments to pause in a text where, in order to predict or speculate what might happen, careful reading and re-reading is needed, e.g. ask the children to suggest what the characters might be saying, and then what might happen next.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	2
Strand	T 6

Objectives

To identify and describe characters, expressing own views and using words and phrases from texts.

Activities

Class

- Base work on a story which includes a number of strong leading characters.
- Ask children to choose a favourite/important character from the story. Brainstorm and record what they know about him/her, using strategies from **Y1 T2 T8**. Encourage children to explain how they know what they know, and to justify and challenge information by referring to the text.
- Move on from information to opinions. Ask each child to write a statement describing what he or she thinks about a character and how he/she behaves in the story. Share and discuss views, justifying and challenging them with reference to the text.
- Demonstrate and talk through activities below as whole-class activities.

Group

- Prepare on card a number of debatable rather then simply factual statements about characters, e.g. *X acts foolishly; Y is the most important character in the story.* Children discuss; looking for evidence for and against in the text; decide whether they agree or disagree.
- Write a short biographical sketch of a character, combining information from the text and evaluation.
- Prepare on card a number of pictures showing key moments from a story, e.g. Red Riding Hood wandering off the path into the woods. Children write a caption describing what the character is doing and their opinion of this.

Plenary

- Share biographical sketches and captions. Discuss these, considering their accuracy and other points of view.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	2
Strand	T 7

Objectives

To prepare and re-tell stories individually and through role-play in groups, using dialogue and narrative from text.

Activities

Class

- Base activity on a traditional tale told with a good mixture of dialogue and narrative. Prepare an extract for Shared Reading.
- Work with children to identify and distinguish these two elements, e.g. by underlining each with a different colour.
- Share reading of the text in various ways, e.g. you reading the narrative and the children reading words spoken by the characters. Emphasise appropriate expression in reading of dialogue.

Group

- Provide texts for children to mark up, distinguishing narrative and dialogue, as in Class activity.
- Children plan and rehearse a dramatised re-telling of a story or episode, each child taking a 'part', and miming appropriate actions. Repeat this, but with a narrator.
- Rework a story or episode as a simple playscript.
- Re-tell story, individually, representing and distinguishing between the voices of different characters.

Plenary

- Introduce and present re-tellings and dramatised versions.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	2
Strand	T 14

Objectives

To write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text.

Activities

Class

- Demonstrate and talk through the activities below, highlighting various aspects of character, e.g.:

appearance;
personality;
relationships with other characters.

Prompt children to consider how they know what they know, referring to the text, and looking at descriptive phrases and dialogue as sources of information.

- Make a *Missing Person* poster for a character, with a detailed, accurate picture and a short note giving other information, e.g.:

where last seen;
whom they might be with;
where they might be going;
what they might be doing.

- Write a short biography or autobiography of a favourite character. Collect these in a class book.
- Prepare cards giving characters' names and matching speech bubbles showing something they said. Use these to play a *Who Said It?* matching game. After playing the game with prepared cards, children could make their own cards for others to use.
- Ask children to write five statements about a character, supporting each with a quotation from or reference to the text.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	2
Term	2
Strand	T 17,18

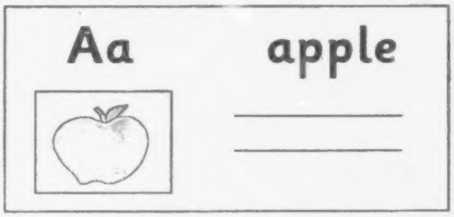
Objectives

To understand that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.
To use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used.

Activities

Class

- Enlarge a page from a dictionary or use an OHT of a dictionary page.
- Model how to use the dictionary.
- Discuss what dictionaries are used for, e.g. to check spellings, to give definitions.
- Explore how they are organised, e.g. at whole book level, individual entry level, word pronunciation, definition.
- Demonstrate how to use dictionaries.



Group

- Generate a list of words linked to a topic.
- Arrange alphabetically.
- Each member of the group takes a word, illustrates it, writes a definition and then checks it in a dictionary.
- Use the Photocopiable Resource Sheet as a writing frame if required.

Plenary

- Assemble the definitions alphabetically as a class dictionary frieze around the room. Insert blanks if no word has been found for a particular letter.
- Discuss the beginning, middle and end sections of the alphabet and ask which sections different letters can be found in.
- Play a dictionary game. Call out a word and a child's name. The child runs to the word and reads the definition.

N.B.
This activity helps to begin to form an understanding of the beginning, middle and end of the alphabet and supports the children when using book-form dictionaries.
They can turn to the end or the middle, etc., rather than always starting from the beginning.

Relevant published materials/resources

ABC Big Book, Collins Pathways (Collins Educational).
A range of dictionaries, from simple picture dictionaries to more complex examples.
Alphabet friezes.

YEAR TERM

2 3

Range

Fiction and poetry: *extended stories; stories by significant children's authors; different stories by the same author; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.*

Non-Fiction: *information books including non-chronological reports.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 to secure phonemic spellings from previous 5 terms;

2 to reinforce work on discriminating syllables in reading and spelling from previous term;

3 discriminate, spell and read the phonemes *ear* (hear) and *ea* (head);

Word recognition and graphic knowledge

4 to secure reading and spelling of all the high frequency words in Appendix List 1;

5 for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;

6 to investigate words which have the same spelling patterns but different sounds;

7 to spell words with common suffixes, e.g. *-ful, -ly;*

8 to spell common irregular words from Appendix List 1;

Vocabulary extension

9 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

10 to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing;

Handwriting

11 to practise handwriting in conjunction with the phonic and spelling patterns above;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to read text aloud with intonation and expression appropriate to the grammar and punctuation;

2 the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. *I am; the children are*; using simple gender forms, e.g. *his/her* correctly;

3 to use standard forms of verbs in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use the past tense consistently for narration;

Sentence construction and punctuation

4 to use commas in lists;

5 to write in clear sentences using capital letters and full stops accurately;

6 to turn statements into questions, learning a range of 'wh' words typically used to open questions: *what, where, when, who* and to add question marks;

7 to compare a variety of forms of questions from texts, e.g. *asking for help, asking the time, asking someone to be quiet.*

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to reinforce and apply their word-level skills through shared and guided reading;

2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;

3 to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;

4 to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons;

5 to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication;

6 to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems;

7 to compare books by different authors on similar themes; to evaluate, giving reasons;

8 to discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies;

Writing composition

9 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

10 to write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story;

12 to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. ol, wh, ot.

11 to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc., derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect;

12 to write simple evaluations of books read and discussed giving reasons;

Non-Fiction

Reading comprehension

13 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;

14 to pose questions and record these in writing, prior to reading non-fiction to find answers;

15 to use a contents page and index to find way about text;

16 to scan a text to find specific sections, e.g. key words or phrases, subheadings;

17 to skim-read title, contents page, illustrations, chapter headings and sub-headings, to speculate what a book might be about;

18 to evaluate the usefulness of a text for its purpose;

Writing composition

19 to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing;

20 to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions;

21 to write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x…; They live in x …; the A's have x …; but the B's etc.*, using appropriate language to present, sequence and categorise ideas.

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ■ Phonics, spelling and vocabulary

Sentence ☐ Grammar and punctuation

Text ☐ Comprehension and composition

Range
Fiction and poetry: *extended stories; stories by significant children's authors; different stories by the same author; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.*
Non-Fiction: *information books including non-chronological reports.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Phonological awareness, phonics and spelling

1. to secure phonemic spellings from previous 5 terms;
2. to reinforce work on discriminating syllables in reading and spelling from previous term;

Activity and Worksheets
Y2 T3 W2 Revise long vowel phonemes

3. discriminate, spell and read the phonemes *ear* (hear) and *ea* (head);

Activity and Worksheets
Y2 T3 W3 Spell and read phonemes

Word recognition and graphic knowledge

4. to secure reading and spelling of all the high frequency words;
5. for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
6. to investigate words which have the same spelling patterns but different sounds;
7. to spell words with common suffixes, e.g. *-ful, -ly;*
8. to spell common irregular words from the high frequency word list;

Vocabulary extension

9. new words from reading linked to particular topics, to build individual collections of personal interest or significant words;
10. to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing;

Handwriting

11. to practise handwriting in conjunction with the phonic and spelling patterns above;
12. to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing:

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2

Technical Vocabulary List

Phonics - Progression in Phonics for whole class teaching CD ROM

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

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Year 2 Term 3

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- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*

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NLS Activity Resource Sheet

Year	2
Term	3
Strand	W2

Objectives

Phonological awareness, phonics and spelling: to secure the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1.

Activities

Class

- In **Y1 T3** the children collected banks of words which shared the same rhyming letter patterns, e.g. *snail, mail, pail*. This year they can collect words containing the same vowel digraph, e.g. *wait, Spain, snail, paid; load, hoax, roam; hide, white, pile*.

This is to ensure that the children can instantly recognise letter patterns and do not fall into the trap of sounding out an unfamiliar word letter-by-letter such as *p-a-i-n-t*. There are instances of ambiguity, e.g. *read/read*, and children need to understand that the context of the sentence will determine the correct form/pronunciation of the word.

Group

- Children can also investigate the various spellings of the same phoneme. Rhymes draw this out well, e.g. *went to BED and bumped his HEAD*. A particularly strong book to make this point is **Mr. Magnolia** by Quentin Blake containing **oot** rhymes, e.g. *chute, boot, suit*.

N.B.

Children should be able to read any monosyllabic word containing an initial and/ or final consonant cluster, e.g. *blunt* or *clamp*.

Children should be able to read any monosyllabic word containing one of the following vowel digraphs: ***ai, ay, a-e, ee, ea, y, ie, i-e, igh, oa, ow*** *(grow)*, ***o-e, oo, ue, ew, u-e, ar, oi, oy, ow*** *(cow)*, ***air, ear*** *(bear)*, ***are*** *(care)*, ***or, er, ir, ur, ear*** *(hear)*, ***ea*** *(head)*.

Children should be able to read any polysyllabic word made up of syllables constructed from these consonant clusters and vowel digraphs.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA).

NLS Activity Resource Sheet

Year	2
Term	3
Strand	W 3

Objectives

Phonological awareness, phonics and spelling: to discriminate, spell and read the phonemes **ear** (as in *hear*) and **ea** (as in *head*).

Activities

Class

- Take a starting point such as *Ready, steady, GO*. Ask the children if they can see another common word inside **ready**. Ask the children for all the words they can think of which rhyme with **read**. Write them on the board and ask them what they notice. They can circle the **ea** words in one colour and the **e** words in another. They will find that **said** is odd.
- Ask them to look out for other words in which **ea** is short as in **read** and **dead** and to write them on a piece of paper. After a few days look at the list which has accumulated. Take one of the words on the list and ask the children to think of any other words which rhyme like this word. If it is spelt the same add it to the chart. When most of the words are on the sheet a pattern will emerge:

> **ead** is the most common short **ea** rime;
> there are some **eath**, **ealth** and **eaf** words.

- Apart from these, the short pronunciation of **ea** is quite unusual, e.g. *threat, sweat, breast, heavy, cleanse*.
- Discuss the alternative pronunciations of the word **read** and how one knows which pronunciation to use.
- Having generated words rhyming with **ear**, e.g. *hear, clear, fear, dear, appear, deer, beer*, examine the alternative spelling patterns as above.
- Relate **ear** to **hear** and to **heard** for spelling.

Groups

- Once the words have been generated and written on large sheets of paper, the children can carry out the categorisation of the words, as described above, in groups or pairs.
- The children can make devices such as wheels, cubes, slides, etc., to practise reading the words.

Relevant published materials/resources

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■ NLS Framework ☐ Resources

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Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *extended stories; stories by significant children's authors; different stories by the same author; texts with language play, e.g.* riddles, *tongue-twisters, humorous verse and stories.*

Non-Fiction: *information books including non-chronological reports.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

4. to read text aloud with intonation and expression appropriate to the grammar and punctuation;
5. the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. *I am; the children are;* using simple gender forms, e.g. *his/her* correctly;
6. to use standard forms of verbs in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use the past tense consistently for narration;

Sentence construction and punctuation

1. to use commas in lists;
2. to write in clear sentences using capital letters and full stops accurately;
3. to turn statements into questions, learning a range of 'wh' words typically used to open questions: *what, where, when, who* and to add question marks;
4. to compare a variety of forms of questions from texts, e.g. *asking for help, asking the time, asking someone to be quiet.*

Related Items

High Frequency words for word recognition YR to Y2

Summary of the specific phonics and spelling work to be covered in Years R to 2.

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Weekly Planning Sheet

Year 2 Term 1

Year 2 Term 2

Year 2 Term 3

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Phonics, spelling and vocabulary

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Comprehension and composition

Range
Fiction and poetry: *extended stories; stories by significant children's authors; different stories by the same author; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.*
Non-Fiction: *information books including non-chronological reports.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to reinforce and apply their word-level skills through shared and guided reading;
2. to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
3. to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;
4. to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons;
5. to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication;

Activity and Worksheets

Y2 T3 T5 Authors

6. to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems;
7. to compare books by different authors on similar themes; to evaluate, giving reasons;
8. to discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies;

Writing composition

9. through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
10. to write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story;
11. to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc., derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect;
12. to write simple evaluations of books read and discussed giving

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Year 2 Term 1

Year 2 Term 2

Year 2 Term 3

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reasons;

Non-Fiction
Reading comprehension

13. to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;

Activity and Worksheets

Y2 T2 T13 Fact and Fiction

Y2 T3 T13 What's in an information book

14. to pose questions and record these in writing, prior to reading non-fiction to find answers;
15. to use a contents page and index to find way about text;
16. to scan a text to find specific sections, e.g. key words or phrases, subheadings;

Activity and Worksheets

Y2 T3 T17 Posing questions for research

18. to skim-read title, contents page, illustrations, chapter headings and sub-headings, to speculate what a book might be about;
19. to evaluate the usefulness of a text for its purpose;

Writing composition

19. to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing;
20. to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions;
21. to write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x...; They live in x ...; the A's have x ...; but the B's etc.*, using appropriate language to present, sequence and categorise ideas.

NLS Activity Resource Sheet

Year	2
Term	3
Strand	T 5

Objectives

To read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publishers; to become aware of authorship and publication.

Activities

Class

- Brainstorm: What's an author's day like? How do children imagine that a writer works?
- Find out how much they know about the writing process and help them to make a clear connection between professional authorship and their own experiences as writers.
- Use examples of original manuscripts to show how often authors have to cross out and start again.
- Discuss some central questions with the children, e.g.

> Does their own writing look like the author's early manuscripts?
> Do they make lots of false starts?
> Where do they get their ideas from?
> Do they think of names of characters/title first or last?
> How do they plan out the story?
> Do they like to draw pictures as well?

Group

- Look at a selection of books by popular authors. Make lists of authors/illustrators/publishers with a view to writing to them.
- Can children find out any information from the blurb? Introduce the idea of back-cover text and encourage children to include a blurb about themselves on their next story.

Plenary

- This activity is a fruitful prelude to an author's visit or writing to an author, and will help to generate questions to ask.

Relevant published materials/resources

Reasons for Writing - Anthology 4, Course Book 2 (Ginn) includes examples of interviews with authors and manuscripts from Val Biro and Helen Cresswell.

NLS Activity Resource Sheet

Year	2
Term	3
Strand	T 13

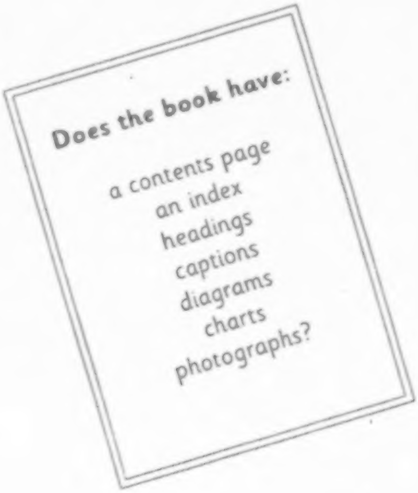
Objectives

To understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately.

Activities

Class

- Using a non-fiction Big Book, explore the typical features and produce a class list of questions that would identify a text as non-fiction.



Does the book have:

a contents page
an index
headings
captions
diagrams
charts
photographs?

Group

- The children select a number of non-fiction books from the book corner. Using the Photocopiable Resource Sheet or their own questions, they can check whether their books have the listed features.
- Encourage the children to feed back as to the effectiveness of the books, i.e. do they have supportive features such as an index, contents, etc.
- Using photocopied extracts from books, newspapers, magazines, etc., ask the children to identify those that are non-fiction, marking the statements, terms and words that lead them to this decision.

Relevant published materials/resources

Name:
Date:

What's in an information book?

Choose a variety of non-fiction books. Look at them carefully then fill in the grid.

Does the book have	a contents page?	an index?	headings?	captions?	diagrams or charts?
Title					
Title					
Title					
Title					

NLS Activity Resource Sheet

Year	2
Term	3
Strand	T 14 – 17

Objectives

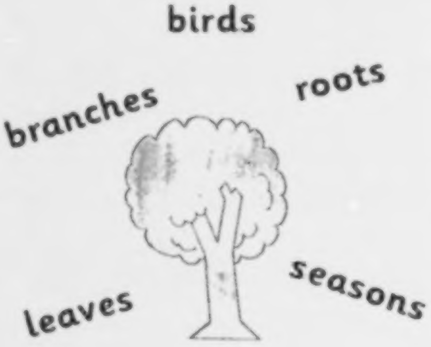
To pose questions ... prior to reading non-fiction to find answers. To use a contents page and index to find way around text. To scan a text to find specific questions. To skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a book might be about.

Activities

N.B.
See also **Y2 T3 T19**: To make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing.

Class

- Using a non-fiction Big Book, explore the title and the front cover, possibly masking the title and asking the children to predict from the cover. Discuss what they might expect to find in the text.
- Refer to the contents page. Explain how this is used.
- Ask the class to brainstorm five words related to the topic. Check these words in the index and model how it is used.
- Explore the layout of the book and select one section. Brainstorm with the children four questions you might ask about the information in the section.
- Make explicit the key words in the questions and locate key words in the text.
- Read the section and model answering the questions in order to identify the main points in the passage.
- From an enlarged section of text, frame questions and highlight the key words and phrases in those questions.
- Ask the children to identify whether the same key words and phrases are in the text.



Do the leaves of
an oak tree fall
in winter?

Group

- Give each child a simple photocopied extract of non-fiction text with a clear heading.
- Ask the children to devise five or six questions that might be answered in the text.
- The children read the text, refining their questions and rephrasing those that were not answered in the text.
- The children highlight key words and phrases in their questions and in the text.
- On a large sheet they write out the answers to their questions.

Relevant published materials/resources

YEAR 3 TERM 1

Range

Fiction and poetry: *stories with familiar settings; plays; poems based on observation and the senses; shape poems.*

Non-Fiction: *(i) information books on topics of interest; (ii) non-chronological reports; (iii) thesauruses, dictionaries.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from KS1

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:
- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries, etc.;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 how the spellings of verbs alter when *-ing* is added;

9 to investigate and learn to use the spelling pattern *le* as in *little, muddle, bottle, scramble, cradle;*

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;

2 to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;

3 the function of verbs in sentences through:
- noticing that sentences cannot make sense without them;
- collecting and classifying examples of verbs from reading and own knowledge, e.g. *run, chase, sprint; eat, consume, gobble; said, whispered, shrieked;*
- experimenting with changing simple verbs in sentences and discussing their impact on meaning;

4 to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went,* etc. Use past tense consistently for narration;

5 to use the term 'verb' appropriately;

Sentence construction and punctuation

6 to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing;

7 the basic conventions of speech punctuation through:
- identifying speech marks in reading;
- beginning to use in own writing;
- using capital letters to mark the start of direct speech;

8 to use the term 'speech marks';

9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print,

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to compare a range of story settings, and to select words and phrases that describe scenes;

2 how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue;

3 to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;

4 to read, prepare and present playscripts;

5 to recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay-out of text in prose and playscripts;

6 to read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look';

7 to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout;

8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;

Writing composition

9 to generate ideas relevant to a topic by brainstorming, word association, etc.;

10 using reading as a model, to write own passages of dialogue;

11 to develop the use of settings in own stories by:
- writing short descriptions of known places;
- by writing a description in the style of a familiar story.

10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-;*

11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, *happy/unhappy, appear/disappear;*

12 to use the term 'prefix';

Vocabulary extension

13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;

14 to infer the meaning of unknown words from context;

15 to have a secure understanding of the purpose and organisation of the dictionary;

16 to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms;

17 to generate synonyms for high frequency words, e.g. *big, little, like, good, nice, nasty;*

18 to use the term 'synonym';

19 common vocabulary for introducing and concluding dialogue, e.g. *said, replied, asked.* Collect examples from reading;

Handwriting

20 to practise correct formation of basic joins from Year 2:
- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot;*

21 to ensure consistency in size and proportions of letters and the spacing between letters and words.

captions and headings, inset text. Explore purposes and collect examples;

Revision and consolidation from KS1

10 to identify the boundaries between separate sentences in reading and in their own writing;

11 to write in complete sentences;

12 to demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter;

13 to use commas to separate items in a list.

- to investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing;

12 to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;

13 to invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections;

14 to write simple playscripts based on own reading and oral work;

15 to begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories;

Non-Fiction

Reading comprehension

16 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;

17 to notice differences in the style and structure of fiction and non-fiction writing;

18 to locate information, using contents, index, headings, sub-headings, page nos., bibliographies;

19 to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources;

20 to read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;

Writing composition

21 to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;

22 to write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent.

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Range
Fiction and poetry: *stories with familiar settings; plays; poems based on observation and the senses;* shape poems.
Non-Fiction: *(i) information books on topics of interest, (ii)* non-chronological reports*; (iii) thesauruses, dictionaries.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Revision and consolidation from KS1

1. the spelling of words containing each of the long vowel phonemes from KS1 from the summary of specific phonics and spelling work;
2. to:

- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

Activity and Worksheets
Y3 T1 W2 Blending and segmenting phonemes

3. to read and spell correctly the high frequency words from KS1;
4. to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

Activity and Worksheets
Y3 T1 W5 spelling logs

6. to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries, etc.;

Activity and Worksheets
Y3 T1 W6 Word banks and   Y3 T1 W6 Independent

Related Items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Year 3 Term 1 Planning Exemplification: Report

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 3 Term 1

Year 3 Term 2

Year 3 Term 3

BEST COPY AVAILABLE

dictionaries
spelling strategies

7. to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8. how the spellings of verbs alter when *-ing* is added;
9. to investigate and learn to use the spelling pattern *le* as in *little, muddle, bottle, scramble, cradle;*
10. to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-;*

Activity and Worksheets

Y3 T1 W7 Look, cover, say, write, check 1
Y3 T1 W7 Look, cover, say, write, check 2
Y3 T1 W10 Common prefixes

11. to use their knowledge of prefixes to generate new words from root words, especially antonyms, *happy/unhappy, appear/disappear;*

Activity and Worksheets

Y3 T1 W7 Look, cover, say, write, check 1
Y3 T1 W7 Look, cover, say, write, check 2
Y3 T1 W11 Common prefixes

12. to use the term 'prefix';

Activity and Worksheets

Y3 T1 W7 Look, cover, say, write, check 1
Y3 T1 W7 Look, cover, say, write, check 2
Y3 T1 W10 Common prefixes

Vocabulary extension

13. to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;
14. to infer the meaning of unknown words from context;
15. to have a secure understanding of the purpose and organisation of the dictionary;
16. to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms;
17. to generate synonyms for high frequency words, e.g. *big, little, like, good, nice, nasty;*
18. to use the term 'synonym';
19. common vocabulary for introducing and concluding dialogue, e.g. *said, replied, asked.* Collect examples from reading;

Handwriting

20. to practise correct formation of basic joins from Year 2:
    - diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
    - horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
    - diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
    - horizontal joins to letters with ascenders, e.g. *ol, wh, ot;*
21. to ensure consistency in size and proportions of letters and the spacing between letters and words.

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 2

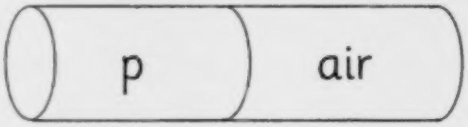
Objectives

To identify phonemes in speech and writing; blend phonemes for reader; segment words into phonemes for spelling.

Activities

Class or group

- Those children who need further practice in 'blending' parts of words together can quickly make various devices such as word-wheels, slides, etc. These can be taken home, swopped with friends, etc.
- **Circles:** Using the template from the Photocopiable Resource Sheets, on thin card the children can make word circles by attaching a paper fastener through the centre. The rime of the set of words should be written on the strip of card and the onsets round the edge of the circle. The child then moves the strip round the circle stopping when an onset is adjacent to the rime and reads the words created, e.g. *hair, stair, chair, flair, fair, lair, pair.*
- **Tubes:** Thin cardboard tubing can be used in the following way. Cut the tubing as shown. Around the narrow piece the children write four or five onsets; around the wider strip, some rimes. A longer piece of tubing is inserted into these two strips as shown. Because the card is thin, the inner tube can be slightly squeezed to fit inside. The child decides which rime to read and twists the onsets round to make words which s/he then reads. S/he will find some of the combinations do not result in real words. S/he can make a list of words and non-words - see the Photocopiable Resource Sheet



words	not words

- **Strips:** This is based on the same principle as the other two devices. Two slits are cut in a piece of card to create a 'window'. Onsets are written on to a narrow strip of card and rimes on to a wider strip. These strips are inserted so that the letters can be seen through the window. The child pulls the rimes down so that one is visible in the window and then moves the onsets down to make a series of rhyming words which s/he reads. Again, s/he might find some of the combinations do not result in real words so s/he can make a list of words and non-words.
- When children are familiar with three or more sets of rhyming words they can write each word on a separate playing card to play further reinforcement games.

Relevant published materials/resources

Does W trouble you? Gerard Benson (Puffin). **Crack Another Yolk**, John Foster (Oxford University Press). **Word Games**, Sandy Brownjohn and Janet Whitaker (Hodder and Stoughton). **Revolting Rhymes,** Roald Dahl (Puffin). **Dirty Beasts**, Roald Dahl (Puffin). **Walking the Bridge of Your Nose**, Michael Rosen (Kingfisher).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 5

Objectives

To identify mis-spelt words in own writing; to keep individual lists, (e.g. spelling logs) and learn to spell them.

Activities

Class

- Establish the routine by modelling the process a number of times, perhaps focusing on individual aspects, e.g. proof-reading strategies.

Mis-spelt words can be identified by:

- the writer during writing. The writer underlines/highlights/writes in pencil any spelling of which s/he is unsure. These are then attempts rather than errors.

- the writer during proof-reading. Suggest that children look at underlined words, high-frequency words, long vowel words, words of a certain length, e.g. 5+ letters.

- the reader during editing. Offer alternatives, e.g. a piece with a very few errors, and one with many.

- Ask if it is helpful to underline all the errors. What is the purpose of the writing? Is it process writing, an individual record of a topic or for publication?

Group

- Record errors for correction.
- Keep a spelling log. See the Photocopiable Resource Sheet.
- For practising correct spelling see **W 6**.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 6

Objectives

To use word banks, dictionaries, etc.

Activities

Class

- Practise saying the alphabet starting at different letters.
- Demonstrate how the dictionary consists of four quartiles:

A-D,
E-L,
M-R,
S-Z

- Make up a mnemonic to recall where the quartiles begin, e.g. "elephants make squirts".
- At the front of the class children hold cards containing their names or other words from a topic. Some other children can organise them alphabetically. Choose words with different initial letters, then words beginning with the same letter and different second letters. Finally choose any selection of words.
- Demonstrate strategies for working out possible spellings of words so that the children have something to look up in a dictionary.
- Play *Shannon's Game* to help with serial probability of letters.

Groups

- Practise finding initial letters quickly by opening the dictionary in the middle or at one of the quartiles.

Relevant published materials/resources

Spelling 9-13, Sue Heckman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann).
ACE Spelling Activities, David Moseley and Gwyn Singleton (L.D.A.).
Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 6

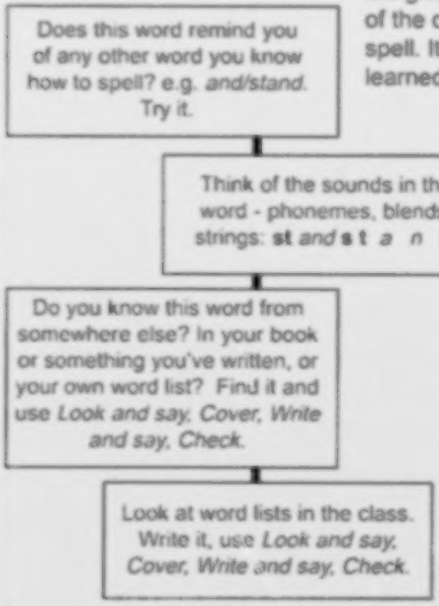
Objectives

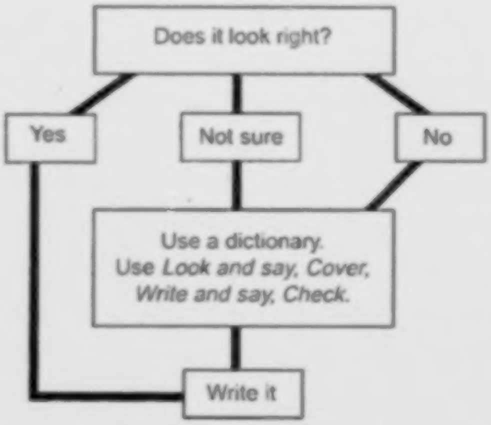
To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right shape, length, etc?); building from other words with similar patterns and meanings, e.g. medical, medicine; spelling by analogy with other known words, e.g. light, fright.

Activities

Class

- Model the use of spelling strategies using a short piece of writing which does not require much compositional effort, e.g. an account of an incident or the beginning of a story that everyone knows. Children write a sentence each of the account on the white board. As a child 'gets stuck' on a word he/she wants to write, encourage him/her to use one or two of the strategies above. Applaud logical attempts. Ask the other children to suggest possible strategies. Stress that getting an immediate approximation to a word is a better strategy at this stage in the writing than hunting about in dictionaries. When about five children have written their contributions, ask the class whether all the words are spelled correctly. Discuss the vagaries of the spelling system in relation to the mis-spelt words. Select three or four of the words which were mis-spelt or which were correct after much effort and decide with the class how best to remember them for the future. Practise them.
- On another occasion, focus on a strategy such as building words from known words. This will give an opportunity to bring in words from other areas of the curriculum which you want the children to learn to spell. It will also be an opportunity to revise previously learned work on vowel digraphs.


Does this word remind you of any other word you know how to spell? e.g. *and/stand.* Try it.
Think of the sounds in the word - phonemes, blends, strings: **st** *and* **s t** *a n d.*
Do you know this word from somewhere else? In your book or something you've written, or your own word list? Find it and use *Look and say, Cover, Write and say, Check.*
Look at word lists in the class. Write it, use *Look and say, Cover, Write and say, Check.*


Does it look right?
Yes
Not sure
No
Use a dictionary. Use *Look and say, Cover, Write and say, Check.*
Write it

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann). **ACE Spelling Activities**, David Moseley and Gwyn Singleton (L.D.A.). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers). **Textease** talking word processor. **First Keys to Literacy** (Widgit).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
So far as spelling is concerned, the purpose of looking at a word and saying it is to learn and remember it. The **Look and Say** stages of this process are the most effective when one or more of the following procedures are used.

Activities

Class and Group

- Find and highlight or underline the tricky part or parts of the word.
- Change the look of the word, e.g. *div / ide, re / ceive.*
- Find words within words, e.g. fo *reign,* sove *reign.*
- Say the word very slowly running a finger under it.
- Exaggerate or change the pronunciation of the spelling, e.g. *Wed - nes - day.*
- Say the word rhythmically in separate chunks with pauses between.
- Tap out syllables and write down each syllable as you say it.
- Using letter names spell the word aloud, pausing between strings, e.g. *H.O.S. P.I.T A.L.*
- Trace or write over the word as you say it or spell it out.
- Use mnemonics, e.g. **I G**o **H**ome **T**onight.
- Link the word to another keyword or known word with the same spelling pattern, e.g. *repair* is like *chair.*
- Find one or more words related by topic or function.
- Look for spelling patterns or rules.
- Make up and write a sentence using the word, with the word out of sight.

Plenary

- Children can demonstrate their successful new learning, say how they learned spellings and comment on what helped them most.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
The **Look, Say and Do** method has an auditory emphasis. The auditory approach can be used with all types of pupils including those who need a high degree of repetition in order to remember spellings. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least ten days. There are eight steps to follow once the child has chosen or you have assigned words to be learned.

Activities

Class and Group

- The teacher or spelling partner writes the word or forms it from letters or word parts.
- The child says the word and repeats it in a way that helps them, e.g. slowly, in syllables or in an exaggerated way that brings out the spelling.
- The child copies the word, naming each letter as s/he writes and pausing between chunks or syllables in a long word if this helps.
- The child says the word again and checks to see that s/he has copied it correctly.
- Steps 2-5 are repeated three times.
- The child writes the word from memory. Any errors are corrected and steps 2-6 are repeated until the word is written without an error.
- It is a good idea to make links with other known words or keywords which share the same spelling pattern.
- The child practises the chosen word (and up to five others) in this way for five consecutive days.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1
Strand	W10-12

Objectives

To recognise and spell common prefixes and how these influence word meanings, e.g. *un-*, *de-*, *dis-*, *re-*, *pre-*; to use that knowledge of prefixes to generate new words from root words, especially antonymns, happy/unhappy, appear/disappear; to use the term 'prefix'.

Activities

Class

The prefixes 're' and 'un'

- During Shared Reading, focus on **'re'**. Find some words containing the prefix **'re'**. Ask the children how the prefix changes the meaning of the word.
- Choose a page without any **'re'** words on it. With a sheet of laminate over the page, circle all the verbs. Try adding **'re'** to each verb in turn. Let the children read the word. See what amusing ideas you evoke.
- You could do the same with **'un'** to all the adjectives. In your discussion, use the term *prefix* and expect the children to do the same.

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton).
Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *stories with familiar settings; plays; poems based on observation and the senses; shape poems.*

Non-Fiction: *(i) information books on topics of interest, (ii) non-chronological reports, (iii) thesauruses, dictionaries.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;

Activity and Worksheets

Y3 T1 S1 Awareness of Grammar to decipher new words 1
Y3 T1 S1 Awareness of Grammar to decipher new words 2

2. to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;
3. the function of verbs in sentences through:

- noticing that sentences cannot make sense without them;
- collecting and classifying examples of verbs from reading and own knowledge, e.g. *run, chase, sprint; eat, consume, gobble; said, whispered, shrieked;*
- experimenting with changing simple verbs in sentences and discussing their impact on meaning;

Activity and Worksheets

Y3 T1 S3 Verbs

4. to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went*, etc. Use past tense consistently for narration;

Activity and Worksheets

Y3 T1 S3 Verbs Tenses
Y3 T1 S3 Word Link

- to use the term 'verb' appropriately;

Sentence construction and punctuation

Related Items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Year 3 Term 1 Planning Exemplification: Report

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Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 3 Term 1
Year 3 Term 2
Year 3 Term 3

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6. to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing;
7. the basic conventions of speech punctuation through:

- identifying speech marks in reading;
- beginning to use in own writing;
- using capital letters to mark the start of direct speech;

Activity and Worksheets	
Y3 T1 S7 Questions and Exclamation Marks	Y3 T1 S7 Speech Punctuation

8. to use the term 'speech marks';
9. to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples;

Activity and Worksheets
Y3 T1 S9 Speech Bubbles, Captions, Italics

Revision and consolidation from KS1

10. to identify the boundaries between separate sentences in reading and in their own writing;
11. to write in complete sentences;
12. to demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter;
13. to use commas to separate items in a list.

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NLS Activity Resource Sheet

Year	3
Term	1
Strand	S 1

Objectives

To use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.

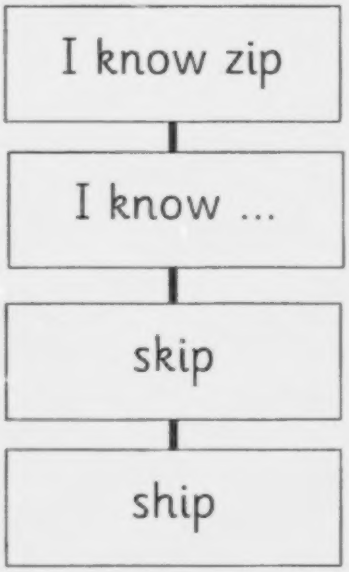
N.B.
Support and teaching strategies:
Always aim at helping the reader towards independence.
Rehearse strategies with the children, e.g. *Six things I can do if I get stuck before asking the teacher.* Make a chart of the strategies. Rehearse with them how much they know already.

Activities

Class

- Through Shared, Guided, Group and Independent Reading:

- mask out a word and keep going. Then go back and guess the word from context *(syntax and context)*
- go back to the beginning of a sentence and take a run at it - read back and read on *(syntax and context)*
- use initial and final sounds and blends *(phonics)*
- find words within words, compound words, etc.
- practise onset and rime: *If I know zip, I know blip, skip, ship (phonological knowledge, graphic knowledge)*
- investigate common letter clusters *(phonological knowledge, graphic knowledge)*
- make use of sight vocabulary from other sources: Where have I seen it? *(graphic knowledge - logographic)*
- use root words, prefixes, suffixes and inflections *(grammatical knowledge)*
- use picture information *(pictures - context).*



Group

- During Shared Reading, model strategies, e.g. masking words, cloze procedure and re-assembling cut-up sentences or words on cards.
- Provide wall charts, e.g. simple flow charts, or some prompt cards for children to keep in their reading diaries, to cover a range of procedures that help readers use cueing strategies.

Plenary

- Practise with a new shared text the strategies from the class chart.

Relevant published materials/resources

First Steps Reading Resource Book (Heinemann). **Independence in Reading**, Don Holdaway (Ashton Scholastic).

NLS Activity Resource Sheet

Year	3
Term	1
Strand	S 2

Objectives

To take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud.

Activities

Class

- Through Shared, Guided, Group and Independent Reading:

- model a range of texts (plays, direct speech, narrative, non-narrative and pupils' writing, poetry, non-fiction);
- read in alternative ways and ask children to identify which is appropriate. See the Photocopiable Resource Sheets;
- ask children to read aloud and evaluate effectiveness;
- use Big Books to read a passage with one deliberate mistake, e.g. do not pause for a full stop;
- ask: How would this character say this?;
- use a text from which the punctuation has been removed, or masked out. Which punctuation fits best? Give the children a choice;
- practise choral reading, with the children making decisions as to how many voices there should be, intonation, dynamics and pace;
- read on to tape, stories or poems for other classes to use in listening corners;
- listen to tapes and follow the text, and imitate passages;
- read poems and performances of dialogues;
- prepare reading on own or with others of own writing.

How should this sound?

Which punctuation fits best?

How would this character say this?

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1
Strand	S 3

Objectives

To understand the function of verbs in sentences through: collecting and classifying examples of verbs from reading and from own knowledge; experimenting with changing simple verbs in sentences and discussing their impact on meaning.

Activities

Shared or Group Reading

- Identify verbs, in sentences, as the words that contain action. Delete the verb and re-read to hear how the sentence does or does not work or loses power without the 'engine' of the verb. Circle verbs in a given text.
- Mask out or delete all the verbs in a Big Book to create a cloze procedure exercise. Let children consider alternatives and select the most appropriate verbs.
- Take out all the verbs in a text and insert nouns instead, e.g. *monkey*, to create an amusing variation of cloze procedure, e.g. *I monkeyed down the road.*
- Swop over verbs so that the wrong verb is in the wrong place; another variation of cloze procedure, e.g.

I plodded up this morning and woke
down the stairs.

I ate as I yawned my breakfast.

- Make a verb alphabet, a verb for each letter, e.g. *act, buy, catch, dig, eat.*
- Select common verbs and list alternatives. Which group can list the most?
- Use colour coded words to consider the place and role of verbs in different sentences.

I monkeyed down the road.

Verbs of:

movement:
run, leap, bound, jump, hop
sound:
bang, crash, thump, sizzle
speech:
talk, whisper, chatter, shout
laughter:
laugh, giggle, snigger
cooking:
fry, boil, mash, bake, burn

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1
Strand	S 4

Objectives

To use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went*, etc. Use past tense consistently in narration.

Activities

N.B.
In the English language, it is the present and past tenses and participles which are identifiable by inflections *(is/was walking, had walked)*. Local dialect forms should not be denigrated but appropriate times for the use of spoken Standard English should be discussed and S.E. should be used in written English unless characters are given direct speech and need to use non-standard forms (see General Requirements for English, N.C.)

Class and Group

- In the context of a topic, a subject or an aspect of text, collect verbs to do with the subject. This is vocabulary extension and can form a spelling bank, e.g. sports verbs, *to ski, swim, run, jump, row*, etc. See the Photocopiable Resource Sheet.
- Practise by saying *I* and *s/he, you* (and names of others in class) with the verbs and in a sentence. Try all the possibilities and note the changes. Use real examples from the children, e.g. *I ran in the park yesterday; I went running in the park yesterday; we run in the park every day; Tracey runs in the park every day; I will run in the river tomorrow.*
- Read the text with incorrect verb or pronoun agreement. Ask the children to put you right.

Group

- Read the children's work or a prepared example aloud. Ask the children to identify where
  - past tense is incorrect, e.g. *I catched the ball;*
  - past and present tense are muddled;
  - incorrect grammatical agreement occurs, e.g. *we was late.*
- Let the children revise short passages or sentences with common errors that they are making.
- In Shared Writing, purposefully make an error then read specifically to check. Train the children to check for such errors in their own and their partner's work.
- Group those children who persist in such errors. List errors against the correct forms. Show the children how to check their work using such a list.
- Pro-actively mark work indicating errors and suggesting that children find and correct them, e.g. 'Find the two places where you have muddled we *was/were* and change them.'

run?

ran?

running?

runs?

Relevant published materials/resources

Oxford Junior Dictionary (OUP) – includes inflections and irregular forms, e.g. *run, runs, running, ran.* **Rosie's Walk**, Pat Hutchins (Puffin) or any text which has a simple list of events with a repeated syntactical pattern of past tense or where one can be added.

Word link

Join the verbs that are related to each other.

run

jumps

crawls

flew

walks

walk

hopped

crawl

fly

ride

jump

runs

flies

jumped

hops

walking

hopping

running

flying

riding

walked

crawling

hop

ran

jumping

crawled

rides

NLS Activity Resource Sheet

Year	3
Term	1
Strand	S 7

Objectives

To secure knowledge of question marks and exclamation marks in reading ... the basic conventions of speech punctuation.

N.B.
Speech marks relates to earlier work on the punctuation of speech.

Activities

Group

- Show where speech marks are used in texts. Explain their use. Many children will have some idea, some may even be using speech marks.
- Let the children investigate how speech marks are used and draw up a chart of rules, e.g. *We use speech marks when ...*, *You must remember to ...* . Use speech bubbles to isolate what is said from the rest of the narrative. Play *The animals spoke.* To do this, list zoo animals and each one speaks, e.g. The zebra said, "Let me keep my stripes." The lion roared, "Keep away from me."
- Provide examples of dialogue written on strips of paper. Ask children to match these with strips of paper containing narrative openings and endings for dialogue, e.g.

Tom said,	"Where are my custard pies?"
The king growled,	"I've not done my homework."
The clown whispered,	"Please pass me my crown."

- Children can invent dialogue and write onto strips of card. Others write possible narrative openings/endings. These can be pooled and matched to provide some amusing combinations.
- Give the children a passage to read with speech marks omitted. Children should proof read, beginning by circling what is actually spoken. Then they insert speech marks. Encourage use of dialogue in writing. Collect from reading different ways of setting out speech.

- Collect exclamations that teachers, parents and children make. List these. Show how they are set into dialogue. Children collect and list instances of exclamation marks in books they are reading. Make a chart to explain the use of exclamation marks.
- List exclamatory openings to stories, e.g. *Stop! Run for it! No way!* Practise saying these aloud.
- Give the children short extracts of dialogue, including some questions and some exclamations, for them to rehearse and then read aloud with expression.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1
Strand	S 7, 8

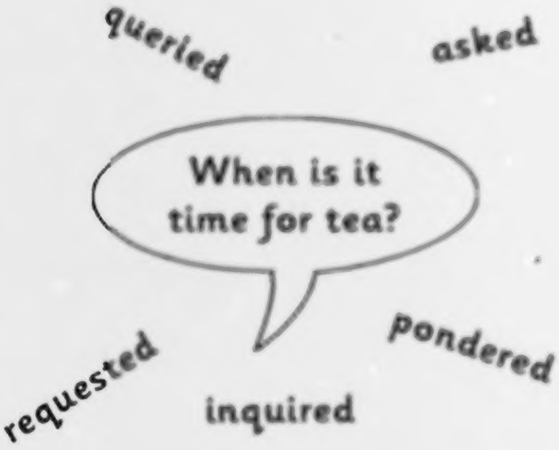
Objectives

The basic conventions of speech punctuation through: identifying speech marks in reading; begin to use in writing; using capital letters to mark the start of direct speech. To use the term 'speech marks'.

Activities

Group

- The children chart how to set out dialogue when the speaker is mentioned before what is said, e.g. *John asked, "When is it time for tea?"* and after what is said, *"When is it time for tea?", asked John.* Produce this as a clear wall chart for children to use.
- The children collect and list as many ways as they can find to introduce or conclude dialogue, especially considering verbs instead of *said* and the use of adverbs. Discuss which sounds more effective, e.g. *she said quietly* or *she whispered.*
- Match and invent dialogue on strips of card to clauses where the speaker is mentioned before or after what is said.



Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1
Strand	S 9

Objectives

To notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text, etc. Explore purposes and collect examples.

Activities

Group

- The children use a range of texts to identify and list different features of print, layout and organisation. As these are discovered they can be added to an ongoing list. Beside each example give a suggested purpose:

- Use speech bubbles in cartoon form to separate what is said from the speaker.
- Rewrite a cartoon as narrative.
- Use enlarged prints for titles and headings in other work.
- Invent newspaper headings for events in fiction.
- Use headings in non-fiction. Practise writing headings neatly, so the letter size is even.
- Use captions in non-fiction to label drawings.
- Underline important words in text and list as a glossary with definitions.

Relevant published materials/resources

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *stories with familiar settings; plays; poems based on observation and the senses; shape poems.*
Non-Fiction: *(i) information books on topics of interest, (ii) non-chronological reports; (iii) thesauruses, dictionaries.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to compare a range of story settings, and to select words and phrases that describe scenes;

Activity and Worksheets

Y3 T1 T1 Story Settings

2. how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue;
3. to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;
4. to read, prepare and present playscripts;
5. to recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay-out of text in prose and playscripts;
6. to read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look';

Activity and Worksheets

Y3 T1 T6 How can dialogue be presented?

7. to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout;
8. to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;

Writing composition

9. to generate ideas relevant to a topic by brainstorming, word association, etc.;
10. using reading as a model, to write own passages of dialogue;

Activity and Worksheets

Related items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

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Weekly Planning Sheet

Year 3 Term 1

Year 3 Term 2

Year 3 Term 3

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Y3 T1 T10 Writing Dialogue

11. to develop the use of settings in own stories by:
    - writing short descriptions of known places;
    - writing a description in the style of a familiar story;

Activity and Worksheets
Y3 T1 T11 Story beginnings games
Y3 T1 T11 Story openings and endings

12. to investigate and collect sentences/phrases for story openings and endings - use some of these formal elements in re-telling and story writing;
13. to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;

14. to invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections;

Activity and Worksheets
Y3 T1 T14 Calligrams

15. to write simple playscripts based on own reading and oral work;
16. to begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories;

Non-Fiction
Reading comprehension

17. to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;

Activity and Worksheets
Y3 T1 T17,18 Fact and fiction
Y3 T1 T17,18,19 Non-fiction books
Y3 T1 T17,18 What's going to happen?
Y3 T1 T17,18 Is it fiction or non-fiction?
Y3 T1 T17,18 Comparing fiction or non-fiction?

18. to notice differences in the style and structure of fiction and non-fiction writing;
19. to locate information, using contents, index, headings, sub-headings, page nos., bibliographies;
20. to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources;
21. to read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;

Writing composition

22. to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;
23. to write simple non-chronological reports from known information,

e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent.

Activity and Worksheets

Y3 T1 T23 Non-chonological reports

Y3 T1 T23 All about my pet

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NLS Activity Resource Sheet

Year	3
Term	1
Strand	T1

Objectives

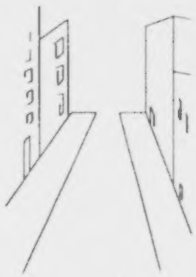
To compare a range of story settings, and to select words and phrases that describe scenes.

N.B.
This links with work on settings in objectives **Y3 T1 text level.**

Activities

Class

- Use Big Books and other extracts to identify a range of story settings. Prompt the children to identify words/phrases that tell the reader what the setting is like. Ask them to consider the effect.
What does this place make us feel/think is going to happen?
What pictures do you see in your head?
- Read aloud a story opening that includes a description of the setting. Alter the setting to a place familiar to the children. Model this writing in front of the class, e.g. rewrite the opening of a school story to set it in your own school.
- Model how to list the details of a setting and then enliven the descriptions.



Group

Children could:

- identify settings of familiar stories and list key words and phrases used to describe settings and create atmosphere, using the Photocopiable Resource Sheet if required;
- draw pictures or a map of the story or chapter and annotate with words or phrases from the text;
- select a setting from the text and compare it with a setting in the child's own experience;
- practise creating and writing settings, based on known places, e.g. writing a story set in the kitchen, the local supermarket, the playground. Before writing, children should be encouraged to list the details as previously demonstrated by the teacher in a whole class activity.

Extension

- Take the class to a location, e.g. the playground, the local farm, and use this setting as the scene for a story. Children should note details that could be used to bring the story alive. The teacher models the start of the story in this setting, e.g. *It was a beautiful Spring morning when Sally wandered down Banfit High Street past Weld Primary School.*

Relevant published materials/resources

I'm Trying to Tell You, Bernard Ashley (Puffin). **Goosey Farm,** Gene Kemp (Collins). **Ramona the Pest,** Beverley Cleary (Puffin). **The Julian Stories,** Ann Cameron (Young Lions). **Nightingale News,** Odette Elliott (Young Hippo Schools series). **Dinner Ladies Don't Count,** Bernard Ashley (Puffin). **The Battle of Bubble and Squeak** and **A Lion at School,** Phillipa Pearce (Puffin). Fiction Big Books, e.g. **Magic Bean** series (Heinemann).

NLS Activity Resource Sheet

Year	3
Term	1
Strand	T 2

Objectives

How dialogue is presented in stories, e.g. through statements, questions, exclamations.

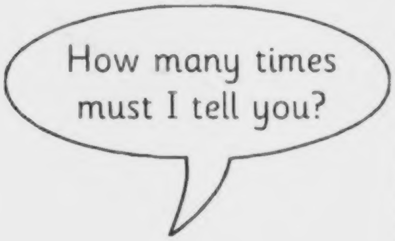
Activities

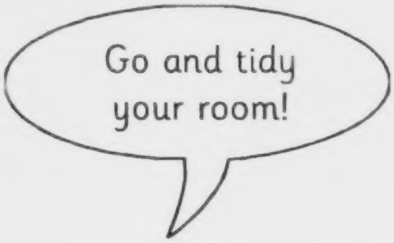
Class

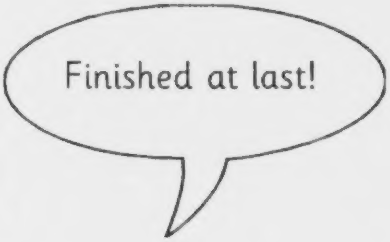
- Identify different functions using a shared text and establish some basic distinctions.

Group

- The children look through books, or use a prepared text, to extract and list three examples of each, or discover which function is not common.
- Groups could seek examples of a selected function, e.g. one group lists questions while another looks for exclamations.
- In Shared Writing invent a character, e.g. a teacher or parent. List questions, exclamations, orders and statements that he or she might say.


How many times must I tell you?


Go and tidy your room!


Finished at last!

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1
Strand	T 10

Objectives

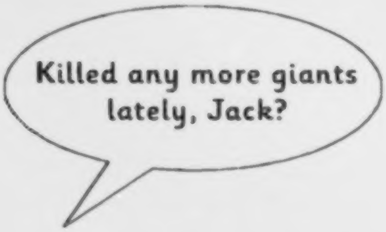
Using reading as a model, to write own passages of dialogue.

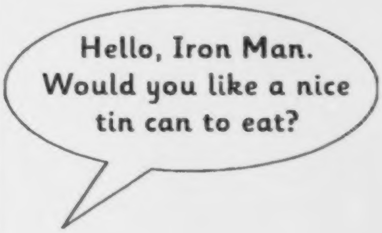
Activities

N.B.
Provide a collection of stories focused on dialogue and texts which present dialogue in other ways, eg. playscripts, speech bubbles.

Class

- Prepare a story extract for shared reading which consists largely of dialogue.
- Read aloud, emphasising the different voices, e.g. by characterising each or sharing out to the children as 'parts'.
- Demonstrate ways in which this conversation could be presented, e.g. as a playscript, using speech bubbles.
- Explore how the conversation could be used as the basis for other conversations, e.g. *What would these characters say to each other in a different situation or about a different subject? What would they say to another character in the book?*


Killed any more giants lately, Jack?


Hello, Iron Man. Would you like a nice tin can to eat?

Group

- Represent dialogue in a different form, e.g. turning a picture sequence with speech bubbles into conventional narrative or vice versa.
- Invent and write dialogue for an episode from a story which is presented using only description or as a wordless picture book.
- Put characters from a familiar story into a new situation and write the conversation they might have. Cards with characters' names and situations could be provided to prompt this.
- Invent a meeting between characters from different books and write the conversation they might have.

Plenary

- Present a dramatised reading of their new conversations.

Relevant published materials/resources

Dinner at Alberta's, Russell Hoban (Red Fox) for a story told mainly through dialogue. Stories from the Collins **Jets** series, which present dialogue in a variety of ways. **Mr Majeika's Postbag,** Humphrey Carpenter (Puffin). **Kamla and Kate,** Jamila Gavin (Mammoth). **I Don't Want To!**, Bel Mooney (Mammoth). **Clever Polly and the Stupid Wolf,** Catherine Storr (Puffin).

Story beginnings games

Teacher information:

This game has been designed to develop knowledge about story openings in familiar texts.

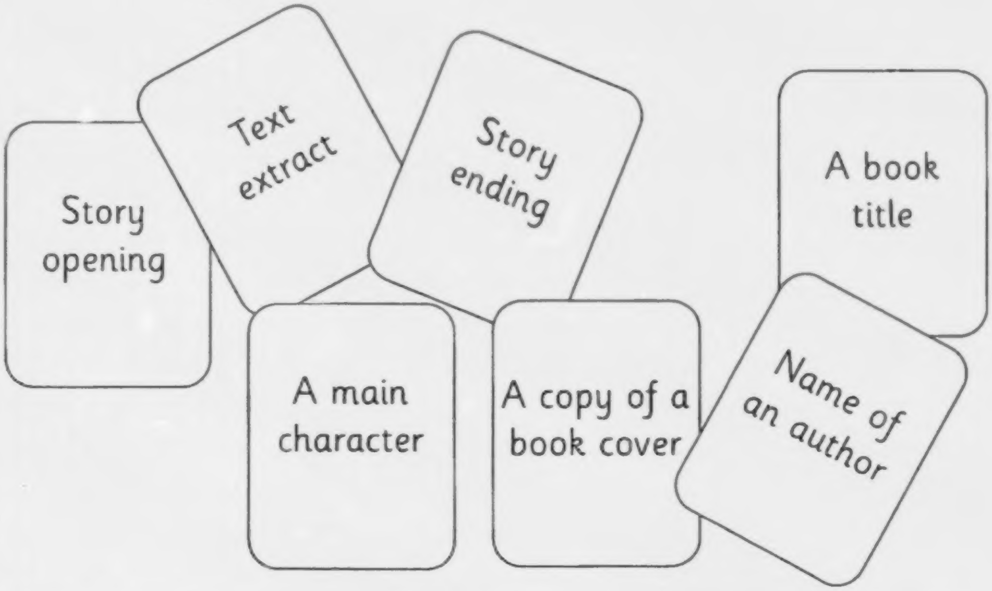
- Demonstrate to the whole class.
- Children should then work independently in groups, especially if self-checking devices are included, i.e. original texts.
- The number of categories may vary.

You will need:

- a collection of story openings, collected over the week;
- a collection of book covers, or a collection of book titles;
- a collection of author names;
- a collection of story middle extracts or the next part of the story after the opening;
- a collection of story endings;
- a collection of characters.

Possible games:

- Match visually and give reasons.
- Turn over the items and pick up pairs.
- Turn over the items and collect a set (when all categories are used).
- Play a version of *Happy Families*.
- Play board games and collect various elements.


Story opening
Text extract
Story ending
A book title
A main character
A copy of a book cover
Name of an author

NLS Activity Resource Sheet

Year	3
Term	1
Strand	T 11

Objectives

To investigate and collect sentences/phrases for story openings and endings; use some of these formal elements in re-telling and writing.

N.B.
Most activities, once modelled during class Shared Reading and Word/Sentence Level Work, will be suitable for independent group work.
The value of many of these activities will be in collaborative work generating discussion of text structure, grammar, vocabulary etc. Non-fiction texts can also be usefully explored in this way.

Activities

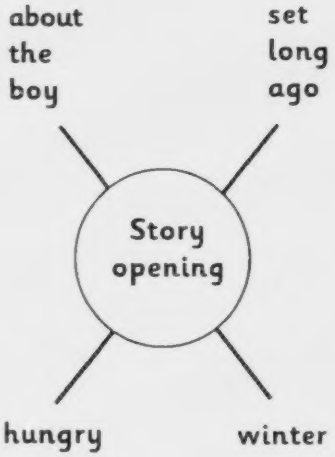
Class

- Over time, investigate, categorise and list a class collection of openings and endings. Discuss what the introduction tells the reader, and whether it makes the reader want to read on. Discuss children's opinions about endings.
- Use the class collection of openings as a stimulus for shared and individual/group writing.

Group

- Use a spider diagram to tease out information provided in a story opening. See the Photocopiable Resource Sheet. This can be made into a game of *Find the Clues*.
- Stop reading before the end of a story or passage. Ask children to predict, orally or in writing, what the ending will be. Compare with the real ending and evaluate.
- Ask the children to collect text openings and endings on cards, from books in class for another group to match an opening with an ending. Retain these for future use.
- Provide a selection of cards with text openings, middle-extracts and endings for children to match up and classify.
- Provide a selection of cards with text openings for children to match with book covers and titles, characters and authors. See the Photocopiable Resource Sheet.
- Look in books and list favourite opening sentences. Categorise similar openings and imitate, e.g.

Warnings: Tom's master told him not to play on the railway line ...
Questions: "Where's papa going with that axe?"
Exclamations: "Stop!"
Names: Sally stared at her shoes; she was in trouble.



Relevant published materials/resources

Focus English: Reading Strategies at KS2, C. Buckton, P. Corbett and G. Mathews (Heinemann).

NLS Activity Resource Sheet

Year	3
Term	1
Strand	T 13

Objectives

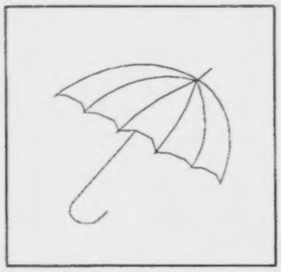
To invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections.

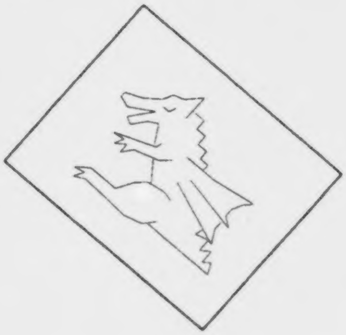
Activities

Class

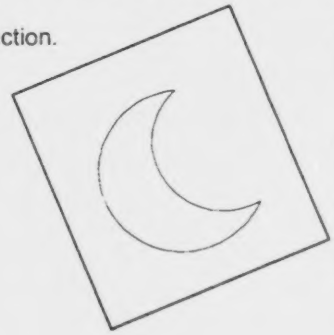
- Having looked at calligrams and shape poems in reading, choose a class focus for a demonstration, e.g. a face. Collect words and phrases to describe a face. Then show how the words can be written to create a picture of a face. Children could work in small groups or pairs to list words to describe a chosen object and then use them to write a shape poem. Ideas for poems might include:

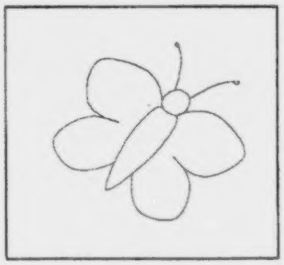
rain,
a jellyfish,
a lollipop,
a butterfly,
an egg,
a fish,
a violin,
a moon,
an umbrella,
a tree,
a car,
a volcano,
a dragon.





- Some children find it useful to sketch a faint outline of the object onto which they write their words and phrases.
- Use a scrapbook to make a class collection.





Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1
Strand	T 16,17

Objectives

To understand the distinction between fact and fiction; to use the terms 'fact', 'fiction' and 'non-fiction' appropriately. To notice differences in the style and structure of fiction and non-fiction writing.

N.B.
You will need to select two books with which the children are familiar, one fiction, one non-fiction.
There may be a link with other curriculum areas, e.g. historical era, setting, scientific process.

Activities

Class

- Model comparison of the books you have selected, developing a matrix for use in group work, e.g. predict content, purpose for reading. Ask, *Why might someone read this book?*
- Explore the features of the books, e.g. chapters, contents page, index.
- Are there any drawings, diagrams or photographs? Any dialogue or characters?
- Look at headings, sub-headings with text, different sizes of print, use of bold italics, capitalisation, etc.

Group

- Sort sets of books and complete Photocopiable Resource Sheet A.
- Predict the content by examining the cover. Check by opening the book in the middle. Use Photocopiable Resource Sheet B.
- Design book covers, blurbs and chapter headings for parallel fiction and non-fiction books, e.g. about Victorians, or computers.
- Compare three non-fiction and three fiction texts on the same topic, e.g. **Goldilocks and the Three Bears, We're Going on a Bear Hunt, Can't You Sleep, Little Bear?**, and three non-fiction books about bears. Complete Photocopiable Resource Sheet C.

Plenary

- Explore the fact that simply saying that fiction is not true and non-fiction is true is too simple. Look at the facts that are learnt from some fiction stories. Find contradictions in non-fiction books.

Relevant published materials/resources

Goldilocks, Traditional. **We're Going on a Bear Hunt,** Michael Rosen (Walker). **Can't You Sleep Little Bear?,** Martin Waddell (Walker).

NLS Activity Resource Sheet

Year	3
Term	1
Strand	T 18

Objectives

To locate information, using contents, index, headings, sub-headings, page nos., bibliographies.

Activities

Class

- Select a relevant Big Book with key features of information texts. Explore contents, index, headings, pictures, diagrams.
- Model for the children how reading information texts differs from reading a story, i.e. locating what you want to read rather than reading from beginning to end.
- Ask:
  - *What do I want to find out about?*
  - *Which of these books would contain relevant information?*
  - *How do I look? Where do I look first?*
- Talk about how pictures and diagrams provide information as well as the text. Look at illustrations and diagrams in text.
- Demonstrate how, having found the page through using the contents and index pages, you use headings, scanning and locating key words.

Group

- With a question to answer, the children practise identifying, locating and reading aloud from books independently.

Plenary

- The children take on the role of teacher with the class group, showing how they found their information.

Relevant published materials/resources

Magic Bean In-Fact series (Heinemann). **Literacy Links Plus** (Kingscourt). **Discovery World** (Heinemann).

Name:
Date:

What's going to happen?

Title ____________________

Author ____________________

Look at the cover

I think this book will be about:

because:

Check half way through

Is the book

fiction ☐ non-fiction ☐

Why would someone read this book?

I think someone would read this book because:

Name:
Date:

Is it fiction or non-fiction?

Choose a book. Look at it carefully.
Tick the box if the book has the features identified.

Title ____________________

Author ____________________

blurb	☐
contents page	☐
index	☐
glossary	☐
bibliography	☐
photographs	☐
drawings	☐
diagrams	☐
characters	☐
speech marks	☐

I think this book is:

fiction ☐ non-fiction ☐

because:

Name:
Date:

Comparing fiction and non-fiction

Choose three *fiction* and three *non-fiction* books on the same subject. Look at them carefully then fill in the grid.

My subject is ______________________

What I found out from	fiction or non-fiction?	appearance	habitat	diet	Which of these do I believe?
Title					
Title					
Title					
Title					
Title					
Title					

NLS Activity Resource Sheet

Year	3
Term	1
Strand	T 22

Objectives

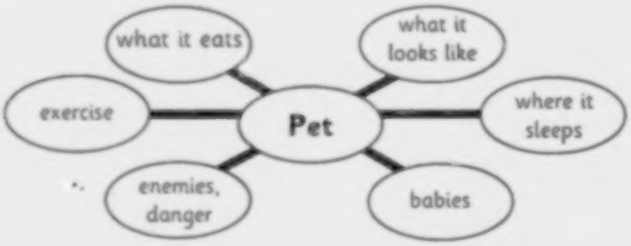
To write simple, non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in the class, teacher, parent.

Activities

Class

- In a Modelled Writing session, begin with brainstorming and planning.

Ask, *What do we know about* ..., e.g.



- Model moving from this to writing a descriptive report. Provide a writing frame, as on the Photocopiable Resource Sheet, if necessary.

Group

- Ask the children to select an animal or pet they know about. Brainstorm and list all the facts they know in a web or puddle diagram. Use the headings to organise their facts and create a draft.
- Share the drafts and discuss, e.g. *Have we used headings? How have we organised the information?*
- Revise, proof read and publish the work as a class book. Use writing frames with groups who may need support to introduce each section.
- To move on to individual report writing, ask the children to select a topic they know about. They brainstorm and list what they know. They create headings in pairs, e.g. *Title or introduction, what it is, what it does, what it uses* and *a concluding statement*. These need to be checked by the teacher. The children then make notes under their headings and use their notes to write a draft. Discuss with response partners. Proof read and publish in individual booklets, e.g. Zig Zag booklets.

Relevant published materials/resources

First Steps Writing Resource Book (Heinemann), Chapter six provides very useful reading and writing activities related to report writing.
Writing Frames Maureen Lewis and David Wray (Reading and Language Information Centre, Reading University).

Name:
Date:

All about my pet

Use the writing frame to write all you know about your pet.

Category	My pet is a ...
Name	It is called ...
Looks like	It ...
Food	It eats ...
Life style	On a typical day ...
Problems	The main problems with a ____________ are ...

YEAR TERM

3 2

Range

Fiction and poetry: *myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures.*

Non-Fiction: *(i) instructions, (ii) dictionaries without illustrations, thesauruses.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from KS1

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:
- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 how words change when er, est and y are added;

9 to investigate and identify basic rules for changing the spelling of nouns when s is added;

10 to investigate, spell and read words with silent letters, e.g. *knee, gnat, wrinkle;*

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;

2 the function of adjectives within sentences, through:
- identifying adjectives in shared reading;
- discussing and defining what they have in common i.e. words which qualify nouns;
- experimenting with deleting and substituting adjectives and noting effects on meaning;
- collecting and classifying adjectives, e.g. for colours, sizes, moods;
- experimenting with the impact of different adjectives through shared writing;

3 to use the term *adjective* appropriately;

4 to extend knowledge and understanding of pluralisation through:
- recognising the use of singular and plural forms in speech and through shared reading;
- transforming sentences from singular to plural and vice versa, noting which words have to change and which do not;
- understanding the term 'collective noun' and collecting examples – experiment with inventing other collective nouns;
- noticing which nouns can be pluralised and which cannot, e.g. *trousers, rain;*
- recognising pluralisation as one test of a noun;

5 to use the terms *singular* and *plural* appropriately;

Sentence construction and punctuation

6 to note where commas occur in reading and to discuss their functions in helping the reader;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to investigate the styles and voices of traditional story language – collect examples, e.g. story openings and endings; scene openers, e.g. *'Now when...', 'A long time ago...'*; list, compare and use in own writing;

2 to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish;

3 to identify and discuss main and recurring characters, evaluate their behaviour and justify views;

4 to choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds;

5 rehearse and improve performance, taking note of punctuation and meaning;

Writing composition

6 to plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning;

7 to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards;

8 to write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them;

9 to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting;

10 to write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and

11 to use the terms 'singular' and 'plural' appropriately;

12 to recognise and generate compound words, e.g. *playground, airport, shoelace, underneath*; and to use this knowledge to support their spelling;

13 to recognise and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less;*

14 to use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly, hope/hopeful/hopeless;*

15 to use the apostrophe to spell shortened forms of words, e.g. *don't, can't;*

16 to use the term 'suffix';

Vocabulary extension

17 to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing;

18 to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why;

19 to use dictionaries to learn or check the spellings and definitions of words;

20 to write their own definitions of words, developing precision and accuracy in expression;

21 to use the term 'definition';

22 to know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end;

23 to organise words or information alphabetically, using the first two letters;

24 to explore opposites, e.g. *upper/lower, rude/polite*;

Handwriting

25 to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2:
- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot;*

26 to ensure consistency in size and proportions of letters and the spacing between letters and words;

27 to build up handwriting speed, fluency and legibility through practice.

7 to use the term *'comma'* appropriately in relation to reading;

8 other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry;

9 to experiment with deleting words in sentences to see which are essential to retain meaning and which are not;

10 to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. *I/we do, you/you do, he/she/they do/does,* through:
- collecting and categorising examples and noting the differences between the singular and plural persons;
- discussing the purposes for which each can be used;
- relating to different types of text, e.g. 1st person for diaries, personal letters, 2nd person for instructions, directions; 3rd person for narrative, recounts;
- experimenting with transforming sentences and noting which words need to be changed;

11 to understand the need for grammatical agreement in speech and writing, e.g. *I am; we are.*

expressions from story and using these to help structure the writing;

11 to write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition;

Non-Fiction

Reading comprehension

12 to identify the different purposes of instructional texts, e.g. recipes,

route-finders, timetables, instructions, plans, rules;

13 to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation;

14 how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys;

15 to read and follow simple instructions;

Writing composition

16 to write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support;

17 to make clear notes, through, e.g.:
- discussing the purpose of note-making and looking at simple examples;
- identifying the purpose for which particular notes will be used;
- identifying key words, phrases or sentences in reading;
- exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others;
- making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen;
- identifying intended audience i.e. self or others.

department for
education and skills

Raising Standards **TheStandardsSite**

Range

Fiction and poetry: myths, legends, fables, parables; *traditional stories, stories with related themes; oral and performance poetry from different cultures.*

Non-Fiction: *(i) instructions, (ii) dictionaries without illustrations, thesauruses.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Revision and consolidation from KS1

1. the spelling of words containing each of the long vowel phonemes from KS1;
2. to:

- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

Activity and Worksheets

Y3 T2 W2 Blending and segmenting phonemes

3. to read and spell correctly the high frequency words from KS1;

Activity and Worksheets

Y3 T2 W3 High frequency words

4. to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

Activity and Worksheets

Y3 T2 W5 spelling logs

6. to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g.

Related Items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 3 Term 1

Year 3 Term 2

Year 3 Term 3

BEST COPY AVAILABLE

medical, medicine;

- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

Activity and Worksheets	
Y3 T1 W6 Word banks and dictionaries	Y3 T2 W6 Independent spelling strategies

7. to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Activity and Worksheets	
Y3 T2 W7 Look, cover, say, write, check 1	Y3 T2 W7 Look, cover, say, write, check 2
Y3 T2 W7 Look, cover, say, write, check 3	Y3 T2 W7 Look, cover, say, write, check 4
Y3 T2 W7 Look, cover, say, write, check 5	

Spelling conventions and rules

8. how words change when *er, est and y* are added;

Activity and Worksheets	
Y3 T2 W8 Adding '-er', '-est' and '-y'	Y3 T2 W8 suffixes '-er' and '-est'

9. to investigate and identify basic rules for changing the spelling of nouns when *s* is added;

Activity and Worksheets
Y3 T2 W9 Plurals

10. to investigate, spell and read words with silent letters, e.g. *knee, gnat, wrinkle;*

Activity and Worksheets
Y3 T2 W10 Silent letters

11. to use the terms 'singular' and 'plural' appropriately;

Activity and Worksheets
Plurals

12. to recognise and generate compound words, e.g. *playground, airport, shoelace, underneath;* and to use this knowledge to support their spelling;

Activity and Worksheets
Y3 T2 W12 Compound words

13. to recognise and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less;*

14. to use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly, hope/hopeful/hopeless;*

15. to use the apostrophe to spell shortened forms of words, e.g. *don't, can't;*

Activity and Worksheets
Y3 T2 W15 Common suffixes

16. to use the term 'suffix';

Activity and Worksheets
Y3 T2 W16 Common suffixes

Vocabulary extension

17. to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing;
18. to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why;

Activity and Worksheets
Y3 T2 W18 word search

19. to use dictionaries to learn or check the spellings and definitions of words;
20. to write their own definitions of words, developing precision and accuracy in expression;
21. to use the term 'definition';
22. to know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end;
23. to organise words or information alphabetically, using the first two letters;
24. to explore opposites, e.g. *upper/lower, rude/polite;*

Handwriting

25. to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot;*

26. to ensure consistency in size and proportions of letters and the spacing between letters and words;
27. to build up handwriting speed, fluency and legibility through practice.

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 2

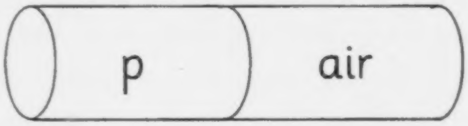
Objectives

To identify phonemes in speech and writing; blend phonemes for reader; segment words into phonemes for spelling.

Activities

Class or group

- Those children who need further practice in 'blending' parts of words together can quickly make various devices such as word-wheels, slides, etc. These can be taken home, swopped with friends, etc.
- **Circles:** Using the template from the Photocopiable Resource Sheets, on thin card the children can make word circles by attaching a paper fastener through the centre. The rime of the set of words should be written on the strip of card and the onsets round the edge of the circle. The child then moves the strip round the circle stopping when an onset is adjacent to the rime and reads the words created, e.g. *hair, stair, chair, flair, fair, lair, pair.*
- **Tubes:** Thin cardboard tubing can be used in the following way. Cut the tubing as shown. Around the narrow piece the children write four or five onsets; around the wider strip, some rimes. A longer piece of tubing is inserted into these two strips as shown. Because the card is thin, the inner tube can be slightly squeezed to fit inside. The child decides which rime to read and twists the onsets round to make words which s/he then reads. S/he will find some of the combinations do not result in real words. S/he can make a list of words and non-words - see the Photocopiable Resource Sheet
- **Strips:** This is based on the same principle as the other two devices. Two slits are cut in a piece of card to create a 'window'. Onsets are written on to a narrow strip of card and rimes on to a wider strip. These strips are inserted so that the letters can be seen through the window. The child pulls the rimes down so that one is visible in the window and then moves the onsets down to make a series of rhyming words which s/he reads. Again, s/he might find some of the combinations do not result in real words so s/he can make a list of words and non-words.
- When children are familiar with three or more sets of rhyming words they can write each word on a separate playing card to play further reinforcement games.



words	not words

Relevant published materials/resources

Does W trouble you? Gerard Benson (Puffin). **Crack Another Yolk**, John Foster (Oxford University Press). **Word Games**, Sandy Brownjohn and Janet Whitaker (Hodder and Stoughton). **Revolting Rhymes,** Roald Dahl (Puffin). **Dirty Beasts**, Roald Dahl (Puffin). **Walking the Bridge of Your Nose**, Michael Rosen (Kingfisher).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 3

Objectives

To read and spell correctly the high frequency words from KS1 (Appendix List 1).

N.B.
The words in Appendix 1 are those which children encounter every day in books, notices, instructions and are also the words which they will need to write. Many children will 'secure' their learning of these words through reading. Some children do not 'pick up' words quite so easily from reading and benefit from reinforcement activities; other children require considerable reinforcement. Games and activities can be used to reinforce reading so long as children are also given the opportunity to read the words in context soon afterwards. Practice in spelling individual words is also very useful but children need opportunities to transfer their learning and write words in context. Those children who require additional help to secure their learning should be identified.

Activities

Reading

Word list: This will be useful as an initial screening device. When reading words out of context, however, children will not have access to the full range of cueing systems they would normally use. On the other hand, the task is less complex. This will be a guide to simple word recognition.

Guided Reading: A focus for teaching may be identification of high frequency words in the text. Children's performance can be noted on the Guided Reading record.

Running Record: Each child will have a running record and reading conference half-termly. This is a useful opportunity to assess reading of high frequency words in context.

Group

- Children's own writing can be used as basis for reading. They can tell the teacher something of interest to them which the teacher writes down on a strip of card. The child takes this 'nugget' home to read. The following day the child reads it again to the teacher. He/she then cuts it up into three portions, and puts it back together, cuts it again making more portions or into single words and tries to reassemble it. Two children can read each other's sentences, cut them up, combine them and then try to reassemble their own or each other's.
- The same can be done with short poems.

Relevant published materials/resources

Software: **Smart Alex.** Custom built software, e.g. databases for finding books which share the same words. **Textease** talking word processor. **First Keys to Literacy** (Widgit). NASEN games to improve reading levels.

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 5

Objectives

To identify mis-spelt words in own writing; to keep individual lists, (e.g. spelling logs) and learn to spell them.

Activities

Class

- Establish the routine by modelling the process a number of times, perhaps focusing on individual aspects, e.g. proof-reading strategies. Mis-spelt words can be identified by:

  - the writer during writing. The writer underlines/highlights/writes in pencil any spelling of which s/he is unsure. These are then attempts rather than errors.

  - the writer during proof-reading. Suggest that children look at underlined words, high-frequency words, long vowel words, words of a certain length, e.g. 5+ letters.

  - the reader during editing. Offer alternatives, e.g. a piece with a very few errors, and one with many.
- Ask if it is helpful to underline all the errors. What is the purpose of the writing? Is it process writing, an individual record of a topic or for publication?

Group

- Record errors for correction.
- Keep a spelling log. See the Photocopiable Resource Sheet.
- For practising correct spelling see **W 6.**

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 6

Objectives

To use word banks, dictionaries, etc.

Activities

Class

- Practise saying the alphabet starting at different letters.
- Demonstrate how the dictionary consists of four quartiles:

A-D,
E-L,
M-R,
S-Z

- Make up a mnemonic to recall where the quartiles begin, e.g. "elephants make squirts".
- At the front of the class children hold cards containing their names or other words from a topic. Some other children can organise them alphabetically. Choose words with different initial letters, then words beginning with the same letter and different second letters. Finally choose any selection of words.
- Demonstrate strategies for working out possible spellings of words so that the children have something to look up in a dictionary.
- Play *Shannon's Game* to help with serial probability of letters.

Groups

- Practise finding initial letters quickly by opening the dictionary in the middle or at one of the quartiles.

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann).
ACE Spelling Activities, David Moseley and Gwyn Singleton (L.D.A.).
Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 6

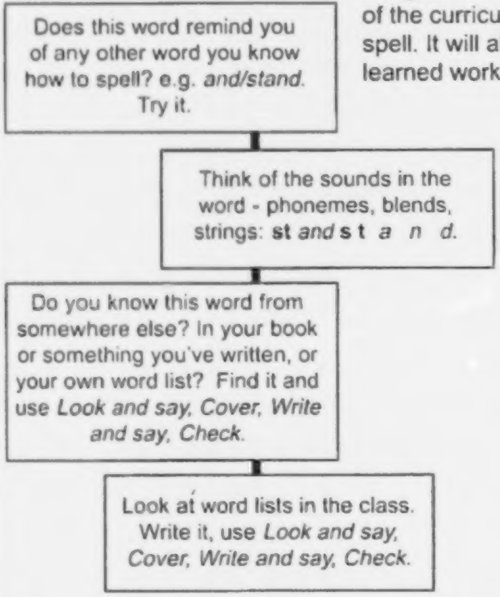
Objectives

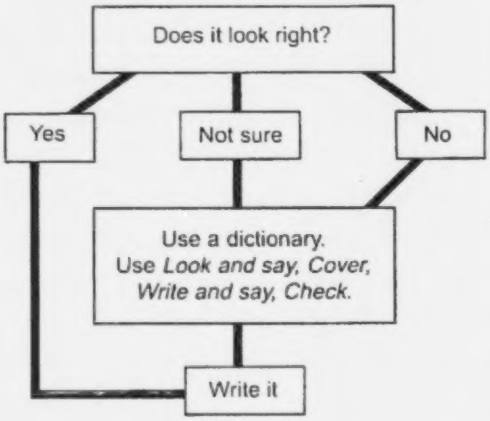
To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right shape, length, etc?); building from other words with similar patterns and meanings, e.g. medical, medicine; spelling by analogy with other known words, e.g. light, fright.

Activities

Class

- Model the use of spelling strategies using a short piece of writing which does not require much compositional effort, e.g. an account of an incident or the beginning of a story that everyone knows. Children write a sentence each of the account on the white board. As a child 'gets stuck' on a word he/she wants to write, encourage him/her to use one or two of the strategies above. Applaud logical attempts. Ask the other children to suggest possible strategies. Stress that getting an immediate approximation to a word is a better strategy at this stage in the writing than hunting about in dictionaries. When about five children have written their contributions, ask the class whether all the words are spelled correctly. Discuss the vagaries of the spelling system in relation to the mis-spelt words. Select three or four of the words which were mis-spelt or which were correct after much effort and decide with the class how best to remember them for the future. Practise them.
- On another occasion, focus on a strategy such as building words from known words. This will give an opportunity to bring in words from other areas of the curriculum which you want the children to learn to spell. It will also be an opportunity to revise previously learned work on vowel digraphs.


Does this word remind you of any other word you know how to spell? e.g. *and/stand*. Try it.
Think of the sounds in the word - phonemes, blends, strings: **st** *and* **s t** *a n d*.
Do you know this word from somewhere else? In your book or something you've written, or your own word list? Find it and use *Look and say, Cover, Write and say, Check*.
Look at word lists in the class. Write it, use *Look and say, Cover, Write and say, Check*.


Does it look right?
Yes
Not sure
No
Use a dictionary. Use *Look and say, Cover, Write and say, Check*.
Write it

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann). **ACE Spelling Activities**, David Moseley and Gwyn Singleton (L.D.A.). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers). **Textease** talking word processor. **First Keys to Literacy** (Widgit).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
So far as spelling is concerned, the purpose of looking at a word and saying it is to learn and remember it. The **Look and Say** stages of this process are the most effective when one or more of the following procedures are used.

Activities

Class and Group

- Find and highlight or underline the tricky part or parts of the word.
- Change the look of the word, e.g. *div / ide, re / ceive.*
- Find words within words, e.g. fo *reign*, sove *reign.*
- Say the word very slowly running a finger under it.
- Exaggerate or change the pronunciation of the spelling, e.g. *Wed - nes - day.*
- Say the word rhythmically in separate chunks with pauses between.
- Tap out syllables and write down each syllable as you say it.
- Using letter names spell the word aloud, pausing between strings, e.g. *H.O.S. P.I.T A.L.*
- Trace or write over the word as you say it or spell it out.
- Use mnemonics, e.g. **I Go Home Tonight.**
- Link the word to another keyword or known word with the same spelling pattern, e.g. *repair* is like *chair.*
- Find one or more words related by topic or function.
- Look for spelling patterns or rules.
- Make up and write a sentence using the word, with the word out of sight.

Plenary

- Children can demonstrate their successful new learning, say how they learned spellings and comment on what helped them most.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
The **Look, Say and Do** method has an auditory emphasis. The auditory approach can be used with all types of pupils including those who need a high degree of repetition in order to remember spellings. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least ten days. There are eight steps to follow once the child has chosen or you have assigned words to be learned.

Activities

Class and Group

- The teacher or spelling partner writes the word or forms it from letters or word parts.
- The child says the word and repeats it in a way that helps them, e.g. slowly, in syllables or in an exaggerated way that brings out the spelling.
- The child copies the word, naming each letter as s/he writes and pausing between chunks or syllables in a long word if this helps.
- The child says the word again and checks to see that s/he has copied it correctly.
- Steps 2-5 are repeated three times.
- The child writes the word from memory. Any errors are corrected and steps 2-6 are repeated until the word is written without an error.
- It is a good idea to make links with other known words or keywords which share the same spelling pattern.
- The child practises the chosen word (and up to five others) in this way for five consecutive days.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
The following approach may appeal most to kinaesthetic learners. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least five days. Homework learning can also be done and checked in this way. The kinaesthetic approach may be used with any words, including those that are mis-spelt.

Activities

Class or group

- An adult writes the word for the child in very large handwriting.
- With eyes open, the child traces the letters with a finger, naming the letters or saying the word slowly as s/he traces it.
- With eyes shut, the child writes the letters with a finger, again spelling the word aloud or saying it slowly.
- With eyes shut, the child skywrites the word with big movements, again sychronising movement and speech.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
This approach may appeal most to visual learners. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least five days. Homework learning can also be done and checked in this way. The visualization approach may be more effective with hard to spell words, especially those that are irregular.

Activities

Class or group instructions

- Look at the word letter by letter.
- Look at the word again, giving a number to each letter. Repeat the numbers aloud while looking at the letters in the word.
- Shut your eyes and imagine the word printed, written or being written on a surface, e.g. a screen.
- Try to 'see' the word in your mind in a particular printed or written style, size and colour. Say the letters aloud if this helps to visualise the word.
- You know how many letters are in the word. Start to ask: What is the first letter? What is the second, etc. and so on until you know the position of each letter. Open your eyes when you have done this.
- Have someone test you by asking you to give the position of some or all of the letters, naming them one at a time in a mixed-up order.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
This approach may be most effective with children who need a high degree of repetition in order to remember spellings. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least five days. There are ten steps to follow once the child has chosen or you have assigned four words to be learned.

Activities

Individual, pairs or group

- Use the learning routine of your choice and apply to word 1.
- Do the same with word 2.
- Have another look at words 1 and 2.
- Cover words 1 and 2, write them both, then check the spelling.
- Apply the learning routine to word 3.
- Do the same with word 4.
- Have another look at words 3 and 4.
- Cover words 3 and 4, write them both, then check the spelling.
- Look again at all four words.
- Cover all four words, write them all and check the spelling.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	2
Strand	W 8

Objectives

To understand how words are changed when '-er', '-est' and '-y' are added.

Activities

Class

- **The suffixes 'er' and 'est':** From examples in Shared Reading and/or modelled writing, focus on these suffixes. Ask three tall children to stand up very straight. Ask the other children to indicate which is the tallest child. Now ask which of the other two is the taller. Now ask them to stand in order, e.g. *tall, taller, tallest.* Write the words on the board. You could so the same with some objects, e.g. *long, wide, short, heavy.*
- **The suffix 'y':** Talk about the weather. Ask for some words that describe the weather today or yesterday. Write down the adjectives they suggest, e.g. *sunny, rainy, cloudy, windy, misty, foggy.* To increase the number of words ask about the weather at a different time of year.
- Alternatively, take an object into the class to describe. Words ending in the suffix which could be generated include: *smelly, slimy, muddy, bony.*
- Some children could describe a story: *scary, creepy, funny.* Ask the children to tell you the baseword for each of these adjectives. They could think of some more objects to make into describing words, e.g. *wood, grass, flower, tree.* In your discussion use the term *suffix* and expect the children to do the same.

Group

- Give the children the list of words on the Photocopiable Resource Sheet and ask them to sort them out into three columns as shown.
- Using a highlighter pen the children should now highlight the basewords (big, wide, etc.) in each of the comparatives ('er') and superlatives ('est') to see whether the baseword changes at all. As they come across words in their reading and use words in their writing they can add to this list and check for exceptions to this pattern. 'Good, better, best' will cause some interesting discussion.
- Anything you can do, I can do better! In pairs children write a dialogue, e.g.

> Child 1: *I can run fast;* Child 2: *I can run faster;* Child 1: *I can run the fastest.*
>
> Child 2: *I can jump high;* Child 1: *I can jump higher;* Child 2: *I can jump the highest.*

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers). **Developing Literacy Skills - Spelling** (Harlequin).

Suffixes 'er' and 'est'

Sort these words into three columns as shown below.

big
small
sad
large
longer
better
closer
widest
brighter

smallest
saddest
bigger
long
cleaner
close
finer
thin
bright

wide
longest
finer
thinner
clean
smaller
best
largest
sadder

finest
wider
larger
thinnest
closest
biggest
cleanest
brightest
good

big	bigger	biggest
wide	wider	widest

Now ask your teacher what to do next.

NLS Activity Resource Sheet

Year	3
Term	2
Strand	W 10

Objectives

To investigate, spell and read words with silent letters, e.g. *knee, gnat, wrinkle*.

Activities

Class

- The class's attention can be drawn to a word or a few words containing silent letters during Shared Reading. A child may even point them out to you unsolicited. Ask the children for other words they know with silent letters and start a word bank on the wall. The children can add to the bank during the next couple of weeks by writing words from their reading at school and at home.
- When about 20 words have been collected you can have a short lesson categorising them:

kn, gn, wr, mb, pn, rh, mn.

- Write these on a wall chart; the children can extend these lists as they find more words.

Groups

- This categorisation could also be done as a group activity.
- Some children may wish to find out why particular words have silent letters.
- The children could attempt to make up a sentence to include a number of words containing the same silent letter and then learn to read and spell the sentence:

The wretched wren wrote the wrong thing.

Wrinkly wrens wriggle.

His knobbly knees knocked.

- You could give the children practice with activities such as word searches. See the Photocopiable Resource Sheet. The children could make up their own for each other.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	W 9, 11

Objectives

To investigate and identify basic rules for changing the spelling of nouns when 's' is added; to use the terms 'singular' and 'plural' appropriately.

Activities

Group

- The object of the Photocopiable Resource Sheet is to enable children to work out for themselves the main rules governing pluralisation. The children may be able to get on with this task in pairs, though it would probably be better to start them off as a class. Some children would be better with fewer words.
- When the children have completed the four tasks they should write four rules about making words plural. These can be discussed at the plenary session.
- Having established rules, the children should continue looking at plurals to see if they comply with their rules. If they do not (mouse/mice) they should be written on a separate sheet as exceptions, e.g.

men, women and children

- Some other irregular plurals:

fish-fish;
sheep-sheep;
deer-deer;
person-people;
mouse-mice ;
foot-feet,
tooth-teeth;
monkey-monkeys;
donkey-donkeys.

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton).
Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	3
Term	2
Strand	W 12

Objectives

To recognise and generate compound words, e.g. *playground, airport, shoelace, underneath* and to use this knowledge to support their spelling.

Activities

Class

- Present the class with a list of 'easy' compound words, e.g. school words: *schoolbook, classroom, playground, textbook, worksheet.*
- Introduce the term 'compound word', and ask class to suggest the meaning of the term. Generate other compound words. Prepare a class display / word bank / word wall for reference. This can be added to over the week(s).
- Generate other compound words containing the same word. Which words occur most frequently in compound words? Discuss.
- Locate compound words in Shared Reading and Guided Reading. Invent new compound words, e.g. 'workground'. Look at possible meanings. Look at everyday items and substitute compound nouns, e.g. *coldbox/fridge; hotbox/oven; clothes smoother/iron, etc.*
- Compound word game: in groups, each child has a card with one word on, and has to find 'partner' within their group. The group to 'compound' most quickly is the winner. Be careful with words selected that there is only one obvious option within each group, e.g. *news + paper; news + room; news + book, etc.*

playground,
background
football
airport
suitcase
outcast
overcome
overcoat
overladen
overcast
takeover
bedroom
sunbed
bookworm
logbook
booking
unbooked

Group

- Take a shared / guided text. Children read through for compound words. Collect and organise. If appropriate, re-write a section of text using simple words to replace compound words (revision of work from previous term on dictionary / thesaurus).
- Use the bank of words to generate compound words.

(a) match all words up so there are no pairs.
(b) see how many compound words you can make with a set of words.

- Write lines of text using as many compound words as possible, e.g. *everybody learned something but nobody learned everything.*
- Look at possibilities for inverting or modifying these sentences, e.g. *nobody - everybody; nothing - something - everything, etc.*

Plenary

- Groups add to the word wall / bank, etc. on daily basis.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	W13-16

Objectives

To recognise and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less*; to use their knowledge of suffixes to generate new words from root words, e.g. proud/proudly, hope/hopeful/hopeless; to use the term 'suffix'.

Activities

Class

The suffixes 'ful' and 'less'

- Following on from the use of the word ending in the suffix **'ful'** or **'less'**, ask the children to think of some more words ending in these suffixes - see below.
- Explore the meaning of the suffixes. Discuss the spelling relationship between full and the suffix **'ful'**. In your discussion, use the term *suffix* and expect the children to do the same.

helpful	helpless	hopeful	hopeless
useful	useless	fruitful	fruitless
playful	speechless	beautiful	childless
wonderful	mindless	truthful	pointless
merciful	merciless	joyful	timeless

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton).
Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

Word Search

Find the words in the word search. They are written across.

wreck
write
wrinkle
knife
know
knock
bomb
lamb
comb
gnat
sign
gnome

r	t	u	g	n	a	t	f
c	o	m	b	t	u	q	e
e	b	h	k	n	i	f	e
r	a	q	w	r	i	t	e
r	e	d	k	n	o	c	k
n	s	i	g	n	c	x	a
m	k	l	k	n	o	w	e
l	a	m	b	r	e	w	z
y	i	o	w	r	e	c	k

Circle the silent letter in each word.
When you have finished, look at the pattern the circled letters make.

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The National Literacy Strategy

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: myths, legends, fables, parables; *traditional stories, stories with related themes; oral and performance poetry from different cultures.*

Non-Fiction: *(i) instructions, (ii) dictionaries without illustrations, thesauruses.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;

Activity and Worksheets

Y3 T2 S1 Deciphering Words using grammar

2. the function of adjectives within sentences, through:

- identifying adjectives in shared reading;
- discussing and defining what they have in common i.e. words which qualify nouns;
- experimenting with deleting and substituting adjectives and noting effects on meaning;
- collecting and classifying adjectives, e.g. for colours, sizes, moods;
- experimenting with the impact of different adjectives through shared writing;

Activity and Worksheets

Y3 T2 S2 Adjectives 1   Y3 T2 S2 Adjectives 2

3. to use the term *adjective* appropriately;
4. to extend knowledge and understanding of pluralisation through:

- recognising the use of singular and plural forms in speech and through shared reading;
- transforming sentences from singular to plural and vice versa, noting which words have to change and which do not;
- understanding the term 'collective noun' and collecting examples - experiment with inventing other collective nouns;
- noticing which nouns can be pluralised and which cannot, e.g. *trousers, rain;*
- recognising pluralisation as one test of a noun;

Related Items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 3 Term 1
Year 3 Term 2
Year 3 Term 3

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Activity and Worksheets		
Y3 T2 S4 Collective Nouns	Y3 T2 S4 Plurals 1	Y3 T2 S4 Plurals 2

5. to use the terms singular and plural appropriately;

Sentence construction and punctuation

6. to note where commas occur in reading and to discuss their functions in helping the reader;
7. to use the term *'comma'* appropriately in relation to reading;
8. other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry;

Activity and Worksheets
Y3 T2 S8 Capital Letters

9. to experiment with deleting words in sentences to see which are essential to retain meaning and which are not;

Activity and Worksheets	
Y3 T2 S9 Deleting Words 1	Y3 T2 S9 Deleting Words 2

10. to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. *I/we do, you/you do, he/she/they do/does,* through:

- collecting and categorising examples and noting the differences between the singular and plural persons;
- discussing the purposes for which each can be used;
- relating to different types of text, e.g. 1st person for diaries, personal letters, 2nd person for instructions, directions; 3rd person for narrative, recounts;
- experimenting with transforming sentences and noting which words need to be changed;

11. to understand the need for grammatical agreement in speech and writing, e.g. *I am; we are.*

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 1

Objectives

To use awareness of grammar to decipher new or unfamiliar words.

Activities

N.B.
It is important that children who are not confident with their reading are assessed using a running record. This means that the area of cueing where they need support will be able to be best targeted.

Class

- Continue to remind the class of strategies using a text as a model, e.g. a newspaper story – with copies or on an OHP.

Group

- Make sense of text by using knowledge of syntax and context:

  - by re-reading and reading on;
  - by fine-tuning with phonemic and graphic knowledge;
  - by inferring meanings from clues from surrounding sentences, the whole sentence or theme of the passage;
  - by checking with a partner.

- Cloze procedure – discussing and making 'best guesses' based on all the information.
- Listening to each other reading, and helping to spot errors.
- Becoming used to 'listening' to one's own reading and spotting errors.
- Model monitoring own reading for sense and self-correction.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 2

Objectives

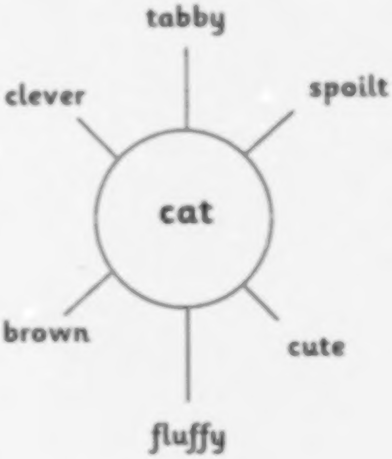
The function of adjectives within sentences, through identifying adjectives in Shared Reading; collecting and classifying adjectives, e.g. for colours, sizes, moods, etc.

N.B.
Relate this work to poetry or story writing.

Activities

Class

- In Shared Reading notice and identify adjectives.
- List the nouns and adjectives that might accompany them.
- Write webs of adjectives around a noun.



Group

- Collect unusual adjectives. The children could collect favourite adjectives in a word bank.
- Play adjective I Spy - *I Spy with my little eye something that is red ...* , etc.
- Which group can find and list the largest number of adjectives?
- List under headings, e.g. colours, sizes, moods, touch, taste, smell, sounds, shapes.
- Play *The headteacher's cat is a ... cat*, with an adjective for each letter of the alphabet.
- Use cloze procedure with adjectives omitted.
- Provide a passage with too many adjectives, three or four for each word. Discuss and trim.
- Ask children to underline, circle or highlight adjectives in poems or narrative.
- Encourage and model thoughtful and judicious use of adjectives in writing.
- Use colour coded words to help children understand the relationship between adjective and noun, their place in a sentence and to see how they can be removed and the basic sense of the sentence retained.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 2

Objectives

The function of adjectives within sentences, through: identifying adjectives in Shared Reading; discussing and defining what they have in common; experimenting with deleting and substituting adjectives and noting effects on meaning.

Activities

Class or Group

- In Shared or Guided Reading, notice and collect well-chosen adjectives.
- Identify any adjectives that might not be needed, e.g. where they state the obvious, such as in 'the red letterbox', or 'the hot flame'.
- Pause while reading and suggest alternative adjectives.
- Prepare a cloze procedure, where the adjectives have been removed from a passage.

The red letterbox!

- In Shared or Group Writing, demonstrate by working on short pieces of writing, or several sentences, how to select adjectives. Try using lots of adjectives. Does this enhance the sentence or do they clash together? is an adjective needed? Which one is most appropriate? Does the adjective say something special about the noun?
- Use colour-coded words to create sentences, highlighting nouns and adjectives in distinct colours.
- Create categories and classify adjectives.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 4

Objectives

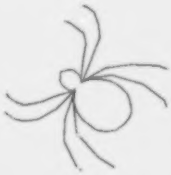
Understanding the term *collective noun* and collecting examples. Experiment with inventing other collective nouns.

Activities

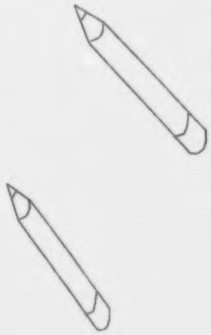
N.B.
Link to Text level poetry work.

Class and Group

- Brainstorm, search texts and list collective nouns. Use dictionaries and word banks to find as many as possible. Create a group glossary of those found or list as a poem.
- Invent new collective nouns, e.g.



a roll of pencils,
a plumpness of puddings,
a scattering of spiders,
a splash of swimsuits,
a relic of homework.



- Children will enjoy some of the more unusual collective nouns that are no longer in current use, e.g.

A parliament of owls

a plague of locusts

a school of whales

a gaggle of geese

a rope of pearls

a cluster of stars

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 4

Objectives

To extend knowledge and understanding of pluralisation.

Activities

Class and Group

- Give the children prepared texts which they have to transform from singular to plural or plural to singular. Work in pairs, checking each other's work.
- Take sentences and discuss with the class the implications, discussing agreement, e.g.

This girl is happy - These girls are happy.
I am in the zoo - We are in the zoo.
The farmer is eating - The farmers are eating.
The boy likes a pudding - The boys like puddings, etc.

- Encourage the children to read their work aloud to hear if it 'sounds' right.
- List the effects of singular/plural on different verbs, e.g. to be:

They are
We are
She is
I am
He is
You are

- Investigate and collect words which cannot be pluralised, e.g. sheep.
- Practise and reinforce through cloze procedure exercises.
- Use a wall chart of common errors to help children proof read their own work.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 4

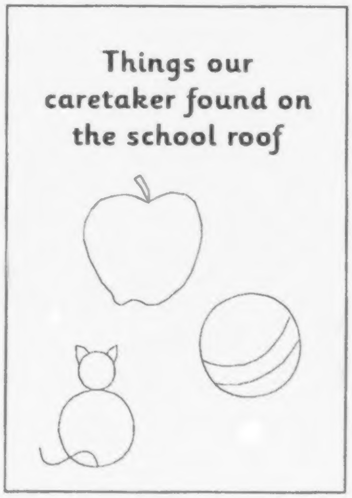
Objectives

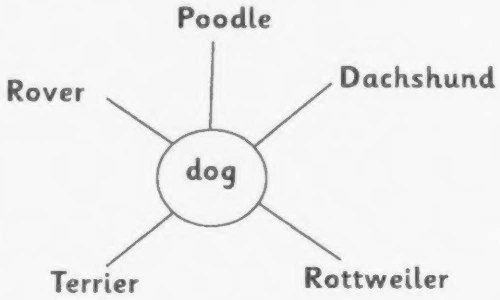
To extend knowledge and understanding of pluralisation.

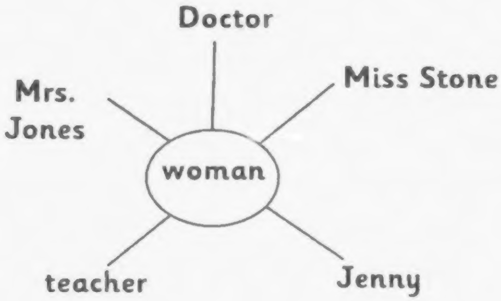
Activities

Class or Group

- Play 'I spy' as a way of introducing the notion of nouns.
- Brainstorm and list nouns, naming objects in the classroom, outside, in a bedroom or kitchen, etc. Use labels if necessary. List nouns under different headings, e.g. cars, flowers, buildings, places, animals.
- List nouns in two columns, showing singular/plural.
- Circle, underline or highlight nouns in pieces of writing.
- Play 'I went to the shop and bought a ... and a ... and a ...', etc.
- List alphabets of nouns e.g. 'Things our caretaker found on the school roof': apple, ball, cat ...
- If the children are unsure, let them apply the 'pluralisation test' – if it is a noun there are usually singular and plural versions.
- Use colour coding to reinforce understanding nouns and their place in sentences.
- Let children give alternatives to common nouns, e.g.


Things our caretaker found on the school roof


Poodle
Rover
Dachshund
dog
Terrier
Rottweiler


Doctor
Mrs. Jones
Miss Stone
woman
teacher
Jenny

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 8

Objectives

Other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines, in poetry.

Activities

Group

- The children investigate and list all the instances of capital letters being used.
- From these lists draw up a class chart. Add to this when new instances are found, e.g.

We investigated capital letters and found that they are used in many places.

Whenever you write I.
For people's names - John, Sanjay.
For days of the week - Monday.
For place names - Brighton.
When you start a sentence.
In poetry, when writers start a line.

There are four names
without capital letters.
Can you find them?

Plenary

- Ask the children to report back to the whole class.
- Challenge the children by setting a task: *Can you find at least ten different reasons for using a capital letter?*
- When marking children's work, indicate where capitals have not been used correctly by saying or writing: *There are four capital letters missing - please find them.*
- Vary the amount of help given depending on the child.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 9

Objectives

To experiment with deleting words in sentences to see which are essential to retain meaning and which are not.

Activities

Shared or Group activity

- Pretend you are the editor of a newspaper. Provide a lengthy passage and instruct the children that there is only room for 100 words. They must get out the editor's red pen and delete all unnecessary words, phrases or sentences. Show them how, if in doubt, they should delete the words and then re-read to check whether the essential meaning has been retained.
- List sentences and show how they can be trimmed, for instance in order to send a vital *'message in a bottle'*, e.g.

> Do you think that you would be most awfully kind and send me one of those very sharp kitchen knives as soon as you are able.

could become:

> Send knives!

- Play 'SHRINK ME', in which sentences have swallowed a potion to shrink them. Children have to shorten each sentence. The winner is the child who retains the meaning but has the smallest word count.
- Use colour coded words to create long sentences that have to be shrunk. Consider what sorts of words can be removed and what types are essential.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	S 9

Objectives

To experiment with deleting words in sentences to see which are essential to retain meaning and which are not.

Activities

Class and Group

- In Shared Reading, use 'Post-Its' to mask out words or phrases that add colour, leaving essential words, or to mask out the essential words.
- On a passage children delete words that add colour, leaving the essential words.
- In non-fiction reading the children circle or highlight key words, phrases or sentences that are essential to understanding the text.
- Use a poem that is descriptive and ask the children to take out descriptive language leaving just the bare meaning. Compare with non-fiction. Does poetry tend to use more words and phrases that add colour but are not essential to meaning?
- Send the class a 'secret message' that is very over-written. The task is to extract the essence of the message, as they can only send a target number of words on with their secret messenger.
- Use colour-coded words to create sentences. Which colours can be removed and yet the sense is retained?

Relevant published materials/resources

264

department for
education and skills

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The National Literacy Strategy

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: myths, legends, fables, parables; *traditional stories, stories with related themes; oral and performance poetry from different cultures.*

Non-Fiction: *(i) instructions, (ii) dictionaries without illustrations, thesauruses.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to investigate the styles and voices of traditional story language - collect examples, e.g. story openings and endings; scene openers, e.g. *'Now when...', 'A long time ago...'*; list, compare and use in own writing;
2. to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish;

Activity and Worksheets

- Y3 T2 T2 Story Themes
- Y3 T2 T2 Recipes for Fairy tales 1
- Y3 T2 T2 Recipes for Fairy tales 2

3. to identify and discuss main and recurring characters, evaluate their behaviour and justify views;

Activity and Worksheets

- Y3 T2 T3 Discussing characters
- Y3 T2 T3 WANTED
- Y3 T2 T3 Wanted person report
- Y3 T2 T3 Reference for a teacher

4. to choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds;

Activity and Worksheets

- Y3 T2 T4 Choose and compare performance poems

Related Items

- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Additional Literacy Support (ALS) (includes video)

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 3 Term 1
- Year 3 Term 2
- Year 3 Term 3

BEST COPY AVAILABLE

5. rehearse and improve performance, taking note of punctuation and meaning;

Writing composition

6. to plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning;

Activity and Worksheets
Y3 T2 T6 Planning a story 1
Y3 T2 T6 Planning a story 2
Y3 T2 T6 Story planning cards

7. to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards;

Activity and Worksheets
Y3 T2 T7 Describe and sequence events

8. to write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them;
9. to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting;

Activity and Worksheets
Y3 T2 T9 Morals
Y3 T2 T9 Making a fable
Y3 T2 T9 How did it happen?

10. to write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing;

Activity and Worksheets
Y3 T2 T10 Creating a sequel

11. to write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition;

Activity and Worksheets
T3 T2 T11 Verses for performance

Non-Fiction
Reading comprehension

12. to identify the different purposes of instructional texts, e.g. recipes, route-finders, timetables, instructions, plans, rules;

Activity and Worksheets
Y3 T2 T12 Instructional text

13. to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation;
14. how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys;

Activity and Worksheets
Y3 T2 T14 Orgnising Instructions

15. to read and follow simple instructions;

Writing composition

16. to write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support;

Activity and Worksheets
Y3 T2 T16 Writing instructions

17. to make clear notes, through, e.g.:

- discussing the purpose of note-making and looking at simple examples;
- identifying the purpose for which particular notes will be used;
- identifying key words, phrases or sentences in reading;
- exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others;
- making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen;
- identifying intended audience i.e. self or others.

Activity and Worksheets
Y3 T2 T17 Messaging

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 2

Objectives

To identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.

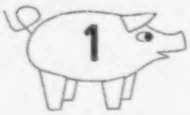
Activities

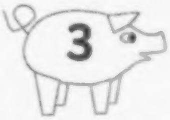
N.B
This work is built on **KS1** activities for objectives **Y1** & **Y2**. Prepare a display of fairy tales for children to explore throughout the week.

Class

- Ask children to brainstorm titles of familiar fairy tales.
- Explain how the stories often have the same 'ingredients' in them, e.g. *beautiful princess, handsome brave hero, magical objects or treasure, things in threes (bears, wishes, billy-goats Gruff).*
- Brainstorm and list other ingredients for the recipe.
- Introduce the **Recipe Sheet** as illustrated on the Photocopiable Resource Sheet. Compare the headings with those on the children's list.

FAIRY
TALE
RECIPES





Group

- Give each group a range of fairy stories from school resources, including reading scheme material.
- Using the photocopiable recipe sheets for each fairy tale, ask the groups to skim and scan through the stories in order to identify recurring ingredients.

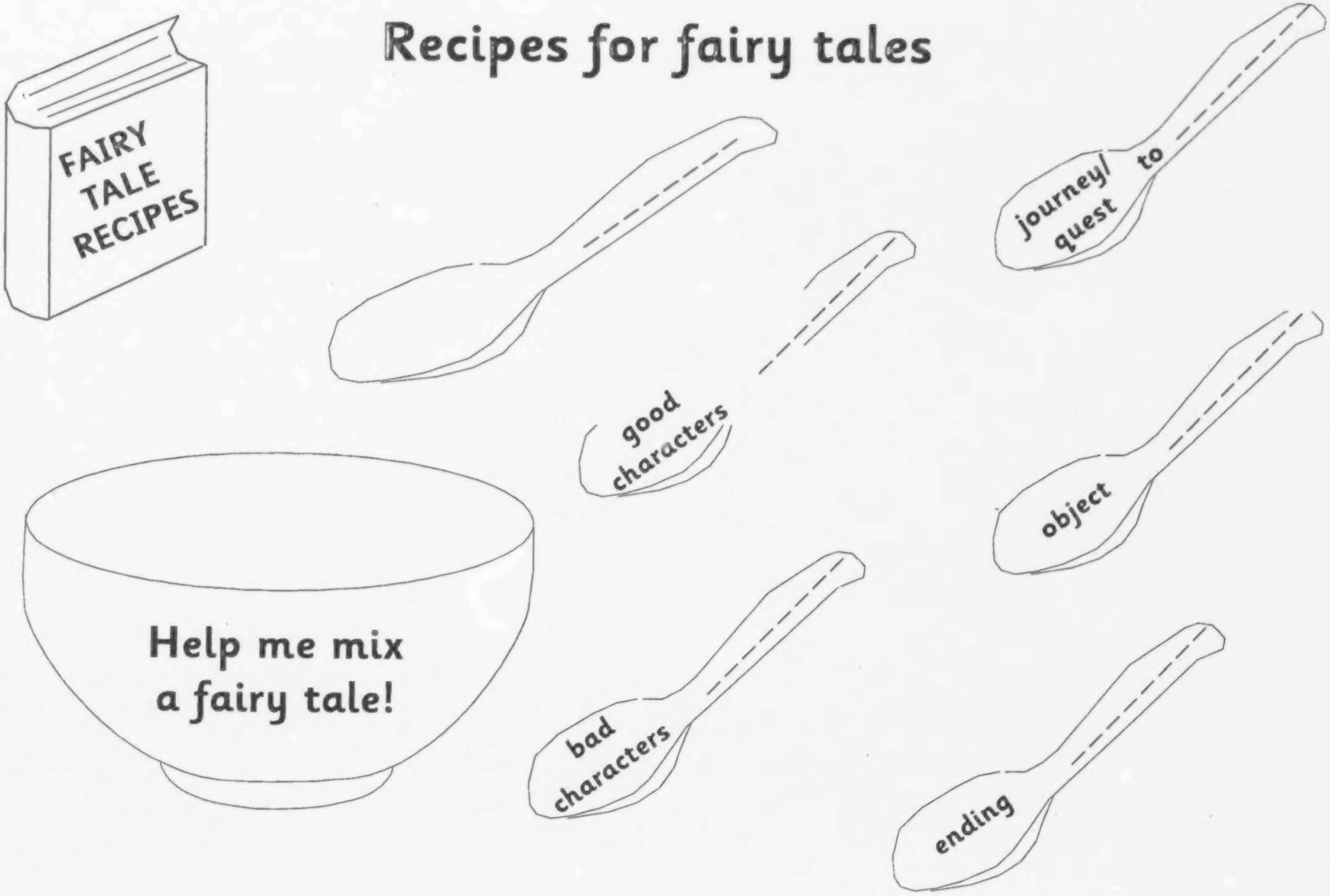
Plenary

- The groups present their findings.

Relevant published materials/resources

Fairy tales from reading schemes at a variety of levels (Story Chest, Ladybird, Ginn, etc.). Modern fairy tales, e.g. **Fairy Tales**, Terry Jones. **The Paperbag Princess,** Robert Munsch (Hippo Books). **Princess Smarty Pants,** Babette Cole (Puffin). **Cinderella/Alex and the Glass Slipper,** Magic Bean (Heinemann). **Classic Fairy Tales,** (Puffin); **Grimm's Fairy Tales,** (Puffin). **The Walker Book of Fairy Tales. The Orchard Book of Fairy Tales**.

Recipes for fairy tales


FAIRY
TALE
RECIPES
journey/
quest
to
good
characters
object
bad
characters
ending
Help me mix
a fairy tale!

Fairy tale recipes - prompts for teachers

Characters	good characters bad characters changed characters	wise or foolish characters underdogs
Constrasting issues	weak / strong light / dark good / bad	sad / happy wise / foolish
Events	quests journeys happy endings	dangerous or frightening situations
Objects	magical objects mysterious objects treasure	
Situations	disguises misleading situations	
Settings	forests strange lands castles	
Numbers	3 bears 3 wishes 3 brothers or sisters	

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 3

Objectives

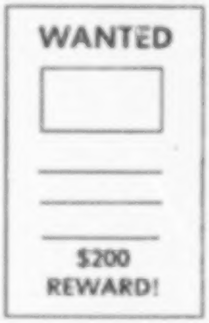
To identify and discuss main and recurring characters, evaluate their behaviour and justify views.

Activities

N.B.
Base work on range of myths, legends, and traditional stories with which the children are familiar from their reading in this term and previously. Provide a collection for them to draw on.

Class

- Introduce the idea of common, recurring characters in such stories, by choosing and presenting one, e.g. hero, princess, youngest son.
- Ask the children to suggest other common characters, identifying stories in which they feature and describing their characteristics. Record using lists.
- Read a passage from a typical story. Ask the children to identify the character types featured and what is unusual about the way in which they are presented. This is a good way of highlighting typical features.



Group

- Write a job description for the perfect prince, princess, etc. Provide a simple model for the children to follow.
- Write a Who's Who of traditional tales, with brief generalised descriptions of character types and their labelled portraits.
- Use the Photocopiable Resource Sheets to produce wanted posters, and reference dossiers for different characters.
- School reports, possibly using a blank copy of your own school report form.
- Identify the range of character types represented in one favourite traditional tale. Write about their behaviour, comparing it with that of similar types in other stories and considering how typical it is.

Plenary

- Agree on, e.g. the bravest hero, the most wicked witch, the most foolish youngest son.
- Display the labelled portraits in a Character Gallery.

Relevant published materials/resources

Typical traditional tales:
The Practical Princess, Jay Williams (Hippo). **Hans Andersen Fairy Tales,** retold by Naomi Lewis (Puffin). **Aladdin,** retold by Andrew Lang (Puffin). **Working with Fiction,** Chris Buckton (NLP).

WANTED

CRIME ______________________________

HEIGHT ______________________________

WEIGHT ______________________________

APPEARANCE

Hair ______________________________

Eyes ______________________________

Nose ______________________________

Mouth ______________________________

Any special marks ____________________

Wanted person report

Your name ______________________________

The character's name ______________________

What is their crime? ______________________

____

APPEARANCE

Hair ______________ Height ____________

Eyes ______________ Weight ____________

Nose ______________ Age ______________

Mouth ____________

Special marks __________________________

Habits ________________________________

What to do if you find this character:

____

____

Reward ________________________________

Signed ______________ Date ____________

Name:
Date:

____________ School

Reference for a teacher

For class ______________________________

Name ______________________________

What subjects is s/he good at?

____

How would s/he help the children to do well?

____

____

____

How would s/he punish children?

____

____

____

What after school clubs would s/he run?

____

____

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 4

Objectives

To choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.

Activities

Group

- Give the groups a copy of a selected poem, to read and prepare it for a performance.
- Discuss mood of poem. What sort of tone would suit it? Jokey? Sad? Thoughtful? Angry?
- Encourage the children to consider volume, pace and expression.
- The children can add body percussion or use instruments to provide a beat or background sounds.

Plenary

- Listen to the performances by the different groups and evaluate. Have they successfully captured the poem's mood?
- Discuss adding movement to enhance the performance, and provide several occasions for the children to practise and refine, so that they can develop the skills required.

Extension

- Give the children a choice of several poems to perform. They should give reasons for their choice.
- Ask them to annotate rhyming or rhythmic phrases in rap or other performance poems to emphasise the reading.

Relevant published materials/resources

Caribbean Dozen, ed. Agard and Nichols (Walker Books). **The World of Poetry,** ed. Michael Rosen (Kingfisher). **Poetry Jump Up,** ed. Grace Nichols (Puffin).

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 7

Objectives

To describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making storyboards.

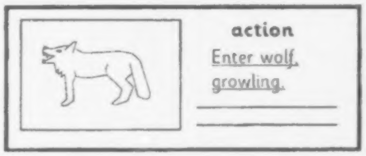
Activities

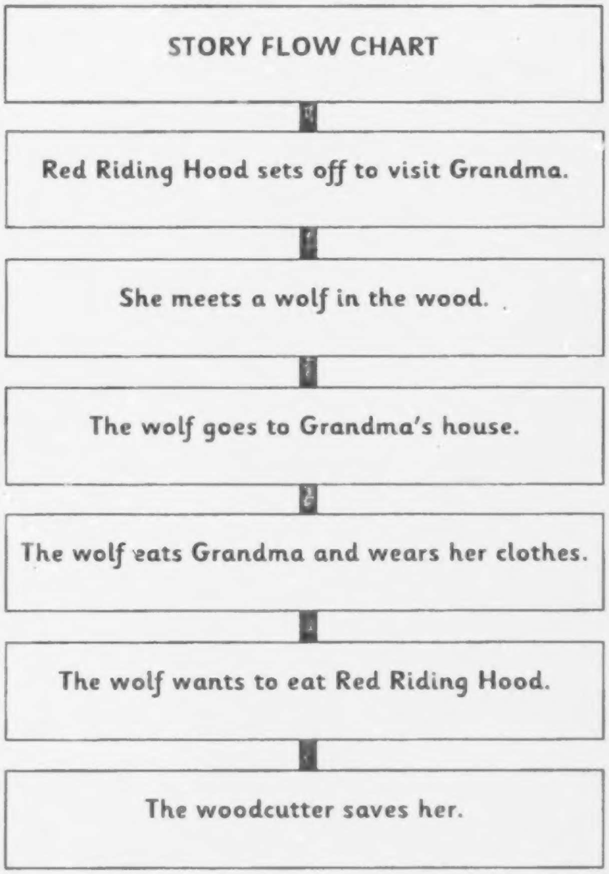
Class

- Read a traditional tale in a Shared Reading sesson. Demonstrate how to use one of the plotting techniques, referred to in the objective, to identify the key incidents in the story. In discussion, emphasise the distinction between key and less important incidents.

Group

- Give each group an example of a traditional tale and ask the children to highlight key incidents and place these onto a plotting diagram. Use the plotting techniques to re-tell the story.
- Select three key incidents from the story and depict them using a story board or use one of the generic Photocopiable Resource Sheets.





STORY FLOW CHART

Red Riding Hood sets off to visit Grandma.

She meets a wolf in the wood.

The wolf goes to Grandma's house.

The wolf eats Grandma and wears her clothes.

The wolf wants to eat Red Riding Hood.

The woodcutter saves her.

Relevant published materials/resources

Tales, Myths and Legends, photocopiable traditional tales written by story tellers, ed. Pie Corbett (Scholastic). **Three Billy Goats Gruff, Rumpelstiltskin,** available in Big Book versions. **Jumbled Tumbled Tales and Rhymes** (Ginn). **Literacy Links** (Kingscourt).

Characters

Plot

Situation/problem at the start:

Situation at the end. Solution?

This story will be about

____

____

____

Setting

Story planning cards

bullying	father	in school
stealing	teacher	home
loneliness	9-year-old girl	park
telling the truth	9-year-old boy	school playground
taking responsibility	12-year-old boy	swimming pool
jealousy	6-year-old girl	on the way home from school

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 7

Objectives

To describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making storyboards.

Activities

Class

- Read a traditional tale in a Shared Reading sesson. Demonstrate how to use one of the plotting techniques, referred to in the objective, to identify the key incidents in the story. In discussion, emphasise the distinction between key and less important incidents.

Group

- Give each group an example of a traditional tale and ask the children to highlight key incidents and place these onto a plotting diagram. Use the plotting techniques to re-tell the story.
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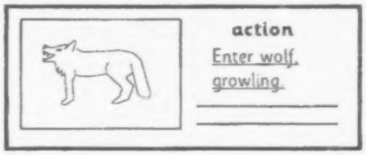
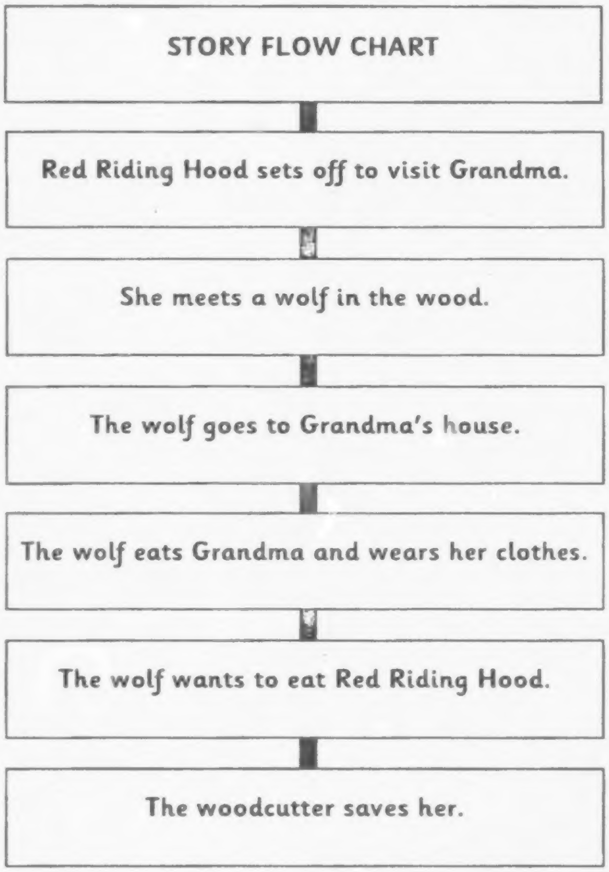

action
Enter wolf, growling.


STORY FLOW CHART
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She meets a wolf in the wood.
The wolf goes to Grandma's house.
The wolf eats Grandma and wears her clothes.
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Name:
Date:

Morals

Choose a moral. Write your own fable to illustrate it.
Decide on animal characters, setting and action.

Look before you leap.

Sticks and stones may break my bones, but words will never hurt me.

Don't count your chickens until they're hatched.

Too many cooks spoil the broth.

If it's not broken, don't fix it.

A stitch in time saves nine.

Name:
Date:

Making a fable

Choose a moral, an animal and a setting.
Use these to write your own fable.

giraffe	long neck	looking round corners
rabbit	short tail	cut off
mouse	long tail	stretched when stuck in door
elephant	big ears	always listening to other people

Name:
Date:

How did it happen?

Choose an animal. Think about what is special or different about that animal. Now imagine how the animal came to be the way it is.

My animal is: ________________________________

Its special feature is:

____

This is how I think it happened:

Write your own myth about this animal.

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 10

Objectives

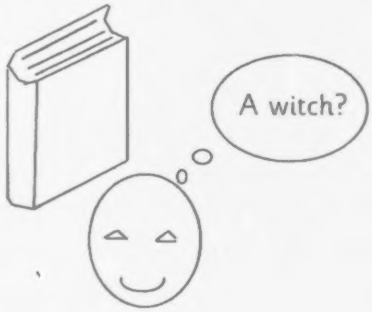
To write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing.

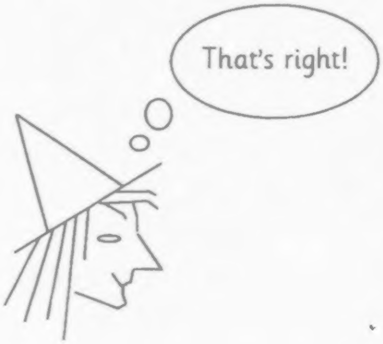
Activities

N.B.
These activities will need to be spread over several sessions.

Class

- Through Shared Reading of a traditional tale, identify the main characters, setting and typical phraseology. Refer the children to the examples collected previously (**Y3 T2 T1**).
- Brainstorm 'traditional story ingredients' with the class, e.g. the type of characters found in traditional tales, settings, objects (needle, spinning wheel, etc.), animals and 'typical' events, problems or dilemmas.
- Model how a sequel can be created using a selected plotting strategy. See the generic Photocopiable Resource Sheets.
- Model how to use plot and lists of phrases to write a sequel.




That's right!

Group

- Ask the children to create a sequel to a traditional tale, using the plotting strategies and lists of phrases discussed in the class session.

Relevant published materials/resources

Tales, Myths and Legends, photocopiable traditional tales written by story tellers, e.g. The White Bear, ed. Pie Corbett (Scholastic). **Folk Tales,** Magic Bean (Heinemann).

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 11

Objectives

To write new or extended verses for performance, based on models of 'performance' and oral poetry read, e.g. rhythms, repetition.

Activities

Class

- In Shared Writing, extend a known poem or invent a new poem to perform, e.g. create a new rap using a model:

Hip, Hop, Hap,
It's the Sidesmoor School Rap!

We like to run
We like to laugh
We never like
To take a bath!

- Encourage the children to use and check punctuation, so that it helps the reader to pause and to stop in the appropriate places, directing the reading.
- Encourage children to read versions aloud, listening to rhythm, checking that lines 'flow'.
- Use models and check that lines have a similar rhythm and syllable count, e.g.

You make me feel like a pound of jelly.

You make me feel like Big Daddy's belly.

You make me feel like a porcupine.

You make me feel like a glass of wine.

- Encourage groups to perform poems and evaluate them, listening for clarity, volume, expression and rhythm.

Relevant published materials/resources

A Puffin Book of Verse (Puffin). **Really Rapt,** Magic Bean (Heinemann).
Poems for 9 Year Olds and Under, ed. Kit Wright (Puffin).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 10

Objectives

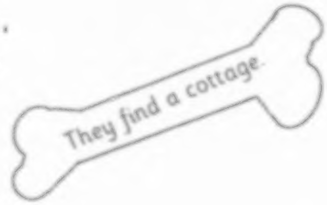
To plot a sequence of episodes modelled on a known story, as a plan for writing.

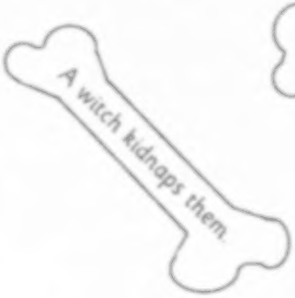
Activities

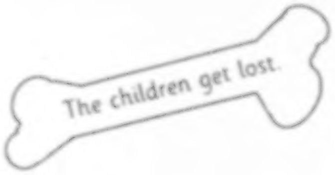
N.B.
Refer back to the plotting techniques from the previous term.

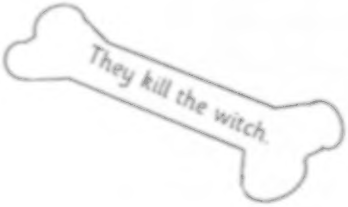
Class

- Choose a known tale from previous work.
- Model how to expose the bare bones of the story which make up its backbone and reveal the underlying structure.
- This involves depersonalising events, i.e. instead of saying *Hansel and Gretel get kidnapped*, write *Some children get kidnapped.*
- Model how to use these bare bones to plot the sequence of episodes for a new story, e.g. by introducing a new character or a different turn of events.


They find a cottage.


A witch kidnaps them.


The children get lost.


They kill the witch.

Group

- Each group selects a different known tale and identifes and records the bare bones of the main episodes, using the Photocopiable Resource Sheet.
- The children use these frameworks to plan their own story modelled on the original.

Plenary

- The groups prepare a presentation of bare bones for the rest of the class, e.g. in the form of a poster or on OHT.

Extension

- Demonstrate how to represent the plot using a time line.

Relevant published materials/resources

Hansel and Gretel, The Snow Queen, Rapunzel and other folk or fairy tales (traditional).
Classic Fairy Tales, Opie – for teacher reference (OUP). **Fairy Tales,** Terry Jones (Puffin).
Classic Fairy Tales (Puffin).

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 14

Objectives

How written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys.

Activities

Class

- Have enlarged versions of instruction texts and annotate if possible. Examine examples of instructions and draw the children's attention to the structure of the text, i.e.
  - the aim or goal, explicit or implied, e.g. Chocolate Cake implies that this will be the instructions for making a chocolate cake;
  - equipment and materials required;
  - what to do, usually in chronological order, possibly with diagrams or pictures for clarification.
- Discuss the structure and why it is important, e.g. why does it need to be in the correct order?
- Examine ways in which the correct order is signalled, e.g. numbering/lettering; use of time words, such as next, then, after.
- Explore the use of graphics to signal time order, e.g. arrows, lists, bullet points.

Group

- Give pairs of children cut up or jumbled instructions. Ask them to reassemble these in the correct order.
- Give instructions in one format, e.g. a recipe as a visual flow chart. The children reformat this, e.g. as written, numbered instructions.

Relevant published materials/resources

Making Puppets and **Keeping Silkworms,** Magic Bean In-Fact series (Heinemann).
The Make a Book Book, Collins Pathways (Collins Ed.).

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 16

Objectives

To write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support. Links with **Y3 T2 T14.**

Activities

Class

- Model the writing of a set of instructions, explaining the language and structure chosen.
- In a Shared Writing session, encourage the children to offer suggestions for the structure and language of an instructional text.
- As a whole class, edit the piece of Shared Writing.

Group

- Ask the children to write instructional texts, following the framework discussed previously.
- Encourage them to discuss the sequence of their instructions and their choice of language.

Plenary

- The groups read their instructions to the rest of the class.
- Ask the listeners to see whether they could follow the instructions to achieve the goal.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	2
Strand	T 17

Objectives

To explore ways of writing ideas, messages, etc. in shortened forms, e.g. notes, lists, headlines, telegrams; to understand that some words are more essential to meaning than others.

Activities

Class or Group

- Demonstrate how to take notes by using a shared text and circling the key points.
- Practise writing brief messages that contain only the essential words that are needed through activities such as:

- Creating newspaper headlines for well-known traditional stories.
- Sending 'telegrams' from a character in a story who is in trouble, e.g. 'Trapped in witch's house, middle of woods. Gretel'. Limit children to a maximum of ten words.
- Sending a 'message in a bottle' from a fictional character or a message attached to a pigeon's leg.
- Give children an elaborate message and they have to trim it down to an essential ten words. (They only have £1 and it costs 10p a word!)
- List key points in non-fiction.
- Write a news account but limit children to 50 words. You are a mean editor!

Relevant published materials/resources

YEAR 3 TERM 3

Range

Fiction and poetry: *adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.*

Non-Fiction: *(i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopedias, indexes, etc.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from KS1

1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

2 to:
- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries;

7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

8 identify short words within longer words as an aid to spelling;

9 to recognise and spell the prefixes *mis-, non-, ex-, co-, anti-*;

10 to use their knowledge of these prefixes to generate new words from root words, e.g. *lead/mislead, sense/nonsense*, and

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;

2 to identify pronouns and understand their functions in sentences through:
- noticing in speech and reading how they stand in place of nouns;
- substituting pronouns for common and proper nouns in own writing;
- distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, yours, hers*;
- distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. *I, me, we; you; she, her, them* investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;
- investigating how pronouns are used to mark gender: *he, she, they, etc.*,

3 to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are*, in standard English;

Sentence construction and punctuation

4 to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence;

5 how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to *'and'* and *'then'*, e.g.: *if, so, while, though, since, when*;

6 to investigate through reading and writing how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where*;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension strategies

1 to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences;

2 to refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description;

3 to distinguish between 1st and 3rd person accounts;

4 to consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction;

5 to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements;

6 to compare forms or types of humour, e.g. by exploring, collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams;

7 to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects;

8 to compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes;

9 to be aware of authors and to discuss preferences and reasons for these;

Writing composition strategies

10 to plot a sequence of episodes modelled on a known story, as a plan for writing;

11 to write openings to stories or chapters linked to or arising to understand how they give clues to meaning, e.g. *extend, export, explode; mislead, mistake, misplace;*

11 to use the apostrophe to spell further contracted forms, e.g. *couldn't;*

Vocabulary extension

12 to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing;

13 to collect synonyms which will be useful in writing dialogue, e.g. *shouted, cried, yelled, squealed*, exploring the effects on meaning, e.g. through substituting these synonyms in sentences;

14 to explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. *form* (shape or document), *wave* (gesture, shape or motion);

15 to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling;

16 to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing;

Handwriting

17 to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot;*

18 to ensure consistency in size and proportions of letters and the spacing between letters and words;

19 to build up handwriting speed, fluency and legibility through practice.

7 to become aware of the use of commas in marking grammatical boundaries within sentences.

from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes;

12 to write a first person account, e.g. write a character's own account of incident in story read;

13 to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative;

14 to write book reviews for a specified audience, based on evaluations of plot, characters and language;

15 to write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms;

Non-Fiction

Reading comprehension

16 to read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences – formal/informal;

17 to 'scan' indexes, directories and IT sources, etc. to locate information quickly and accurately;

18 to locate books by classification in class or school libraries;

19 to summarise orally in one sentence the content of a passage or text, and the main point it is making;

Writing composition

20 to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader;

21 use IT to bring to a published form – discuss relevance of layout, font, etc. to audience;

22 experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report;

23 to organise letters into simple paragraphs;

24 to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports;

25 to revise and extend work on note-making from previous term;

26 to summarise in writing the content of a passage or text and the main point it is making.

Range

Fiction and poetry: *adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles,* puns, riddles.

Non-Fiction: *(i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopedias, indexes, etc.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Revision and consolidation from KS1

1. the spelling of words containing each of the long vowel phonemes from KS1;
2. to:

- identify phonemes in speech and writing;
- blend phonemes for reading;
- segment words into phonemes for spelling;

Activity and Worksheets

Y3 T1 W2 Blending and segmenting phonemes

3. to read and spell correctly the high frequency words from KS1;

Activity and Worksheets

Y3 T1 W3 High frequency words

4. to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

5. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

Activity and Worksheets

Y3 T3 W5 spelling logs

6. to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);

Related Items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 3 Term 1

Year 3 Term 2

Year 3 Term 3

BEST COPY AVAILABLE

- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

Activity and Worksheets	
Y3 T1 W6 Word banks and dictionaries	Y3 T3 W6 Independent spelling strategies

7. to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Activity and Worksheets	
Y3 T1 W7 Look, cover, say, write, check 1	Y3 T1 W7 Look, cover, say, write, check 2
Y3 T1 W7 Look, cover, say, write, check 3	Y3 T1 W7 Look, cover, say, write, check 4
Y3 T1 W7 Look, cover, say, write, check 5	

Spelling conventions and rules

8. identify short words within longer words as an aid to spelling;

Activity and Worksheets
Y3 T2 W8 Short word in long word

9. to recognise and spell the prefixes *mis-, non-, ex-, co-, anti-;*
10. to use their knowledge of these prefixes to generate new words from root words, e.g. *lead/mislead, sense/nonsense,* and to understand how they give clues to meaning, e.g. *extend, export, explode; mislead, mistake, misplace;*
11. to use the apostrophe to spell further contracted forms, e.g. *couldn't;*

Vocabulary extension

12. to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing;
13. to collect synonyms which will be useful in writing dialogue, e.g. *shouted, cried, yelled, squealed,* exploring the effects on meaning, e.g. through substituting these synonyms in sentences;
14. to explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. *form* (shape or document), *wave* (gesture, shape or motion);
15. to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling;
16. to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing;

Handwriting

17. to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
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- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot;*

18. to ensure consistency in size and proportions of letters and the spacing between letters and words;

19. to build up handwriting speed, fluency and legibility through practice.

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

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NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 2

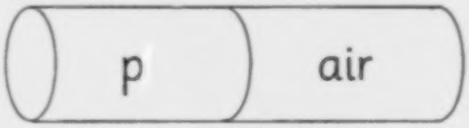
Objectives

To identify phonemes in speech and writing; blend phonemes for reader; segment words into phonemes for spelling.

Activities

Class or group

- Those children who need further practice in 'blending' parts of words together can quickly make various devices such as word-wheels, slides, etc. These can be taken home, swopped with friends, etc.
- **Circles:** Using the template from the Photocopiable Resource Sheets, on thin card the children can make word circles by attaching a paper fastener through the centre. The rime of the set of words should be written on the strip of card and the onsets round the edge of the circle. The child then moves the strip round the circle stopping when an onset is adjacent to the rime and reads the words created, e.g. *hair, stair, chair, flair, fair, lair, pair.*
- **Tubes:** Thin cardboard tubing can be used in the following way. Cut the tubing as shown. Around the narrow piece the children write four or five onsets; around the wider strip, some rimes. A longer piece of tubing is inserted into these two strips as shown. Because the card is thin, the inner tube can be slightly squeezed to fit inside. The child decides which rime to read and twists the onsets round to make words which s/he then reads. S/he will find some of the combinations do not result in real words. S/he can make a list of words and non-words - see the Photocopiable Resource Sheet



words	not words

- **Strips:** This is based on the same principle as the other two devices. Two slits are cut in a piece of card to create a 'window'. Onsets are written on to a narrow strip of card and rimes on to a wider strip. These strips are inserted so that the letters can be seen through the window. The child pulls the rimes down so that one is visible in the window and then moves the onsets down to make a series of rhyming words which s/he reads. Again, s/he might find some of the combinations do not result in real words so s/he can make a list of words and non-words.
- When children are familiar with three or more sets of rhyming words they can write each word on a separate playing card to play further reinforcement games.

Relevant published materials/resources

Does W trouble you? Gerard Benson (Puffin). **Crack Another Yolk**, John Foster (Oxford University Press). **Word Games**, Sandy Brownjohn and Janet Whitaker (Hodder and Stoughton). **Revolting Rhymes,** Roald Dahl (Puffin). **Dirty Beasts**, Roald Dahl (Puffin). **Walking the Bridge of Your Nose**, Michael Rosen (Kingfisher).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 3

Objectives

To read and spell correctly the high frequency words from KS1 (Appendix List 1).

N.B.
The words in Appendix 1 are those which children encounter every day in books, notices, instructions and are also the words which they will need to write. Many children will 'secure' their learning of these words through reading. Some children do not 'pick up' words quite so easily from reading and benefit from reinforcement activities; other children require considerable reinforcement. Games and activities can be used to reinforce reading so long as children are also given the opportunity to read the words in context soon afterwards. Practice in spelling individual words is also very useful but children need opportunities to transfer their learning and write words in context. Those children who require additional help to secure their learning should be identified.

Activities

Reading

Word list: This will be useful as an initial screening device. When reading words out of context, however, children will not have access to the full range of cueing systems they would normally use. On the other hand, the task is less complex. This will be a guide to simple word recognition.

Guided Reading: A focus for teaching may be identification of high frequency words in the text. Children's performance can be noted on the Guided Reading record.

Running Record: Each child will have a running record and reading conference half-termly. This is a useful opportunity to assess reading of high frequency words in context.

Group

- Children's own writing can be used as basis for reading. They can tell the teacher something of interest to them which the teacher writes down on a strip of card. The child takes this 'nugget' home to read. The following day the child reads it again to the teacher. He/she then cuts it up into three portions, and puts it back together, cuts it again making more portions or into single words and tries to reassemble it. Two children can read each other's sentences, cut them up, combine them and then try to reassemble their own or each other's.
- The same can be done with short poems.

Relevant published materials/resources

Software: **Smart Alex.** Custom built software, e.g. databases for finding books which share the same words. **Textease** talking word processor. **First Keys to Literacy** (Widgit). NASEN games to improve reading levels.

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 5

Objectives

To identify mis-spelt words in own writing; to keep individual lists, (e.g. spelling logs) and learn to spell them.

Activities

Class

- Establish the routine by modelling the process a number of times, perhaps focusing on individual aspects, e.g. proof-reading strategies. Mis-spelt words can be identified by:

  - the writer during writing. The writer underlines/highlights/writes in pencil any spelling of which s/he is unsure. These are then attempts rather than errors.

  - the writer during proof-reading. Suggest that children look at underlined words, high-frequency words, long vowel words, words of a certain length, e.g. 5+ letters.

  - the reader during editing. Offer alternatives, e.g. a piece with a very few errors, and one with many.

- Ask if it is helpful to underline all the errors. What is the purpose of the writing? Is it process writing, an individual record of a topic or for publication?

Group

- Record errors for correction.
- Keep a spelling log. See the Photocopiable Resource Sheet.
- For practising correct spelling see **W 6**.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 6

Objectives

To use word banks, dictionaries, etc.

Activities

Class

- Practise saying the alphabet starting at different letters.
- Demonstrate how the dictionary consists of four quartiles:

A-D,
E-L,
M-R,
S-Z

- Make up a mnemonic to recall where the quartiles begin, e.g. "elephants make squirts".
- At the front of the class children hold cards containing their names or other words from a topic. Some other children can organise them alphabetically. Choose words with different initial letters, then words beginning with the same letter and different second letters. Finally choose any selection of words.
- Demonstrate strategies for working out possible spellings of words so that the children have something to look up in a dictionary.
- Play *Shannon's Game* to help with serial probability of letters.

Groups

- Practise finding initial letters quickly by opening the dictionary in the middle or at one of the quartiles.

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann).
ACE Spelling Activities, David Moseley and Gwyn Singleton (L.D.A.).
Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 6

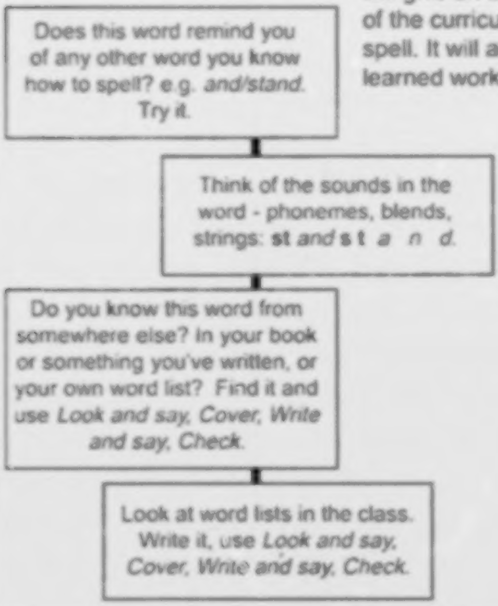
Objectives

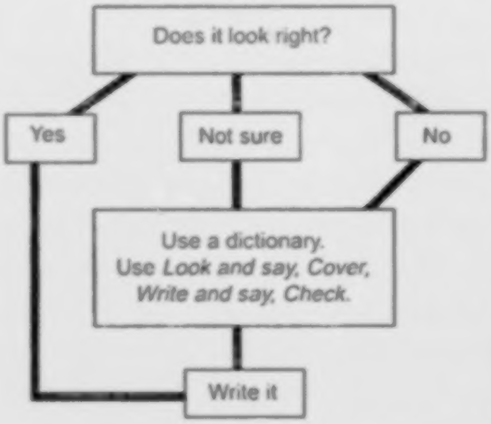
To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right shape, length, etc?); building from other words with similar patterns and meanings, e.g. medical, medicine; spelling by analogy with other known words, e.g. light, fright.

Activities

Class

- Model the use of spelling strategies using a short piece of writing which does not require much compositional effort, e.g. an account of an incident or the beginning of a story that everyone knows. Children write a sentence each of the account on the white board. As a child 'gets stuck' on a word he/she wants to write, encourage him/her to use one or two of the strategies above. Applaud logical attempts. Ask the other children to suggest possible strategies. Stress that getting an immediate approximation to a word is a better strategy at this stage in the writing than hunting about in dictionaries. When about five children have written their contributions, ask the class whether all the words are spelled correctly. Discuss the vagaries of the spelling system in relation to the mis-spelt words. Select three or four of the words which were mis-spelt or which were correct after much effort and decide with the class how best to remember them for the future. Practise them.
- On another occasion, focus on a strategy such as building words from known words. This will give an opportunity to bring in words from other areas of the curriculum which you want the children to learn to spell. It will also be an opportunity to revise previously learned work on vowel digraphs.


Does this word remind you of any other word you know how to spell? e.g. *and/stand.* Try it.
Think of the sounds in the word - phonemes, blends, strings: **st** *and* **s t** *a n d.*
Do you know this word from somewhere else? In your book or something you've written, or your own word list? Find it and use *Look and say, Cover, Write and say, Check.*
Look at word lists in the class. Write it, use *Look and say, Cover, Write and say, Check.*


Does it look right?
Yes
Not sure
No
Use a dictionary. Use *Look and say, Cover, Write and say, Check.*
Write it

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann). **ACE Spelling Activities**, David Moseley and Gwyn Singleton (L.D.A.). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers). **Textease** talking word processor. **First Keys to Literacy** (Widgit).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
So far as spelling is concerned, the purpose of looking at a word and saying it is to learn and remember it. The **Look and Say** stages of this process are the most effective when one or more of the following procedures are used.

Activities

Class and Group

- Find and highlight or underline the tricky part or parts of the word.
- Change the look of the word, e.g. *div / ide, re / ceive.*
- Find words within words, e.g. fo *reign*, sove *reign.*
- Say the word very slowly running a finger under it.
- Exaggerate or change the pronunciation of the spelling, e.g. *Wed - nes - day.*
- Say the word rhythmically in separate chunks with pauses between.
- Tap out syllables and write down each syllable as you say it.
- Using letter names spell the word aloud, pausing between strings, e.g. *H.O.S. P.I.T A.L.*
- Trace or write over the word as you say it or spell it out.
- Use mnemonics, e.g. **I Go Home Tonight.**
- Link the word to another keyword or known word with the same spelling pattern, e.g. *repair* is like *chair.*
- Find one or more words related by topic or function.
- Look for spelling patterns or rules.
- Make up and write a sentence using the word, with the word out of sight.

Plenary

- Children can demonstrate their successful new learning, say how they learned spellings and comment on what helped them most.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
The **Look, Say and Do** method has an auditory emphasis. The auditory approach can be used with all types of pupils including those who need a high degree of repetition in order to remember spellings. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least ten days. There are eight steps to follow once the child has chosen or you have assigned words to be learned.

Activities

Class and Group

- The teacher or spelling partner writes the word or forms it from letters or word parts.
- The child says the word and repeats it in a way that helps them, e.g. slowly, in syllables or in an exaggerated way that brings out the spelling.
- The child copies the word, naming each letter as s/he writes and pausing between chunks or syllables in a long word if this helps.
- The child says the word again and checks to see that s/he has copied it correctly.
- Steps 2-5 are repeated three times.
- The child writes the word from memory. Any errors are corrected and steps 2-6 are repeated until the word is written without an error.
- It is a good idea to make links with other known words or keywords which share the same spelling pattern.
- The child practises the chosen word (and up to five others) in this way for five consecutive days.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

Activities

Class or group

- An adult writes the word for the child in very large handwriting.
- With eyes open, the child traces the letters with a finger, naming the letters or saying the word slowly as s/he traces it.
- With eyes shut, the child writes the letters with a finger, again spelling the word aloud or saying it slowly.
- With eyes shut, the child skywrites the word with big movements, again sychronising movement and speech.

N.B.
The following approach may appeal most to kinaesthetic learners. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least five days. Homework learning can also be done and checked in this way. The kinaesthetic approach may be used with any words, including those that are mis-spelt.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
This approach may appeal most to visual learners. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least five days. Homework learning can also be done and checked in this way. The visualization approach may be more effective with hard to spell words, especially those that are irregular.

Activities

Class or group instructions

- Look at the word letter by letter.
- Look at the word again, giving a number to each letter. Repeat the numbers aloud while looking at the letters in the word.
- Shut your eyes and imagine the word printed, written or being written on a surface, e.g. a screen.
- Try to 'see' the word in your mind in a particular printed or written style, size and colour. Say the letters aloud if this helps to visualise the word.
- You know how many letters are in the word. Start to ask: What is the first letter? What is the second, etc. and so on until you know the position of each letter. Open your eyes when you have done this.
- Have someone test you by asking you to give the position of some or all of the letters, naming them one at a time in a mixed-up order.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

N.B.
This approach may be most effective with children who need a high degree of repetition in order to remember spellings. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least five days. There are ten steps to follow once the child has chosen or you have assigned four words to be learned.

Activities

Individual, pairs or group

- Use the learning routine of your choice and apply to word 1.
- Do the same with word 2.
- Have another look at words 1 and 2.
- Cover words 1 and 2, write them both, then check the spelling.
- Apply the learning routine to word 3.
- Do the same with word 4.
- Have another look at words 3 and 4.
- Cover words 3 and 4, write them both, then check the spelling.
- Look again at all four words.
- Cover all four words, write them all and check the spelling.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	W 8

Objectives

Look for examples of short words within longer words.

Activities

Class

- This is part of the whole domain of **Word Study**. Children must really look and study words in order to spell them. One of the interesting aspects of this is to find words within words and words which are contained in a number of words, e.g. *the, in, they, their, them*. It all helps to make the connections for children which will help with spelling. It should become second nature to children to point out interesting features of words to you and each other.
- Word study investigations are best initiated in a class lesson, followed up in paired/group work and then discussed in the plenary session. Write a word on the board and ask the children to see if there are any smaller words in it - these should be in the same order as the letters in the word, e.g.

gone = go, on and one;

otherwise = other, wise, the, is, her.

Group

- The children are challenged to find the word in the dictionary that contains the most words within it. The words must use the letters in the same order as they are originally in the word.
- Make a game. Cut up long words into smaller words; then make new words and give the children a dictionary reference, e.g. derivation, pronunciation, part of speech and definition.
- Make up new words for new things, e.g. *slipperset* = 'storage for comfy shoes'.

Plenary

- Report back on the words they have found with the most words within them or some of the words they have invented.

Relevant published materials/resources

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The National Literacy Strategy

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

w **Fiction and poetry:** *adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.*

Non-Fiction: *(i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopedias, indexes, etc.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;
2. to identify pronouns and understand their functions in sentences through:

- noticing in speech and reading how they stand in place of nouns;
- substituting pronouns for common and proper nouns in own writing;
- distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, yours, hers;*
- distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. *I, me, we; you; she, her, them* investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;
- investigating how pronouns are used to mark gender: *he, she, they, etc.,*

Activity and Worksheets

Y3 T3 S2 Pronouns 1   Y3 T3 S2 Pronouns 2

3. to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are,* in standard English;

Activity and Worksheets

Y3 T3 S3 Grammatical agreement 1   Y3 T3 S3 Grammatical agreement 2   Y3 T3 S3 Make a sentence 1   Y3 T3 S3 Make a sentence 2

Sentence construction and punctuation

4. to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence;

Related Items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 3 Term 1

Year 3 Term 2

Year 3 Term 3

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5. how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to *'and'* and *'then'*, e.g.: *if, so, while, though, since, when;*

Activity and Worksheets	
Y3 T3 S5 More Conjunctions 1	Y3 T3 S5 More Conjunctions 2

6. to investigate through reading and writing how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where;*

Activity and Worksheets
Y3 T3 S6 Time sequence

7. to become aware of the use of commas in marking grammatical boundaries within sentences.

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NLS Activity Resource Sheet

Year	3
Term	3
Strand	S 2

Objectives

To identify pronouns and understand their functions in sentences.

Activities

Class

- In Shared Reading, explain and point out pronouns, in a passage, as a substitute for nouns.

Group

- Collect and list pronouns. Try substituting pronouns for nouns in sentences.
- In a short passage take out all the nouns and insert pronouns, can it be understood?
- Alternatively, in a short passage use no pronouns. This soon shows why we use pronouns as it sounds very tedious and repetitive.
- Write poetic sentences based on a repeating phrases, *he is*, *she is* or *you are*, e.g.

> She is a silver star slinking into the night.
> She is like a flower of light.
> She is like a silent pair of lips, saying something unknown.
> She is found in a blade of grass.
> She is frosted in ice.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	3
Strand	S 2

Objectives

To identify pronouns and understand their functions in sentences.

N.B.
See Y3 T3 T3

Activities

Class

- In Shared Reading, using different examples, point out the use of first person and third person in narrative. Discuss differences with children. Who is writing the story? What is the effect on the reader of first or third person? Which do they prefer reading and writing?
- In Shared Writing demonstrate how first person can be turned to third person by transforming a prepared passage. Compare both passages and discuss the impact. Which works best and why?

Group

- In Guided Reading, select and list well-known stories on basis of first or third person viewpoint. List viewpoint, character's name and a typical sentence. Which is more popular? Prepare for the class plenary.
- In Group Writing, transform a prepared passage or a selected passage from children's own reading book from first to third person or vice versa.
- Write a story or short extract in the first person, perhaps in diary form. Before writing stories, children should be asked to consider viewpoint.
- Transform an extract to first or third person from own reading book. Prepare a reading for the class plenary.

Plenary

Present and perform the work from the Guided Reading and Writing sessions.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	3
Strand	S 3

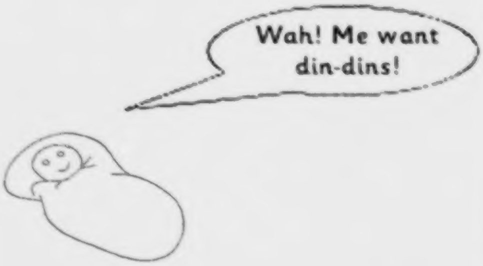
Objectives

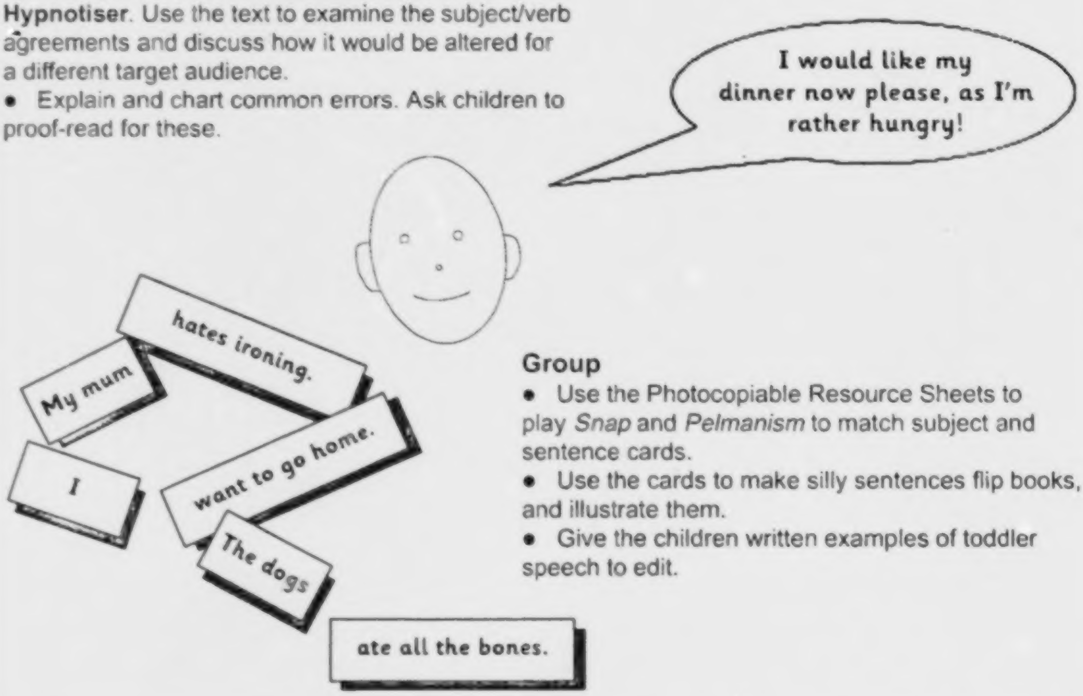
To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are*, in Standard English.

Activities

Class

- Read aloud examples of a toddler's speech without subject/verb agreement, e.g. the Laura poems in Michael Rosen's **The Hypnotiser**.
- Ask the children to identify how the speech will change as the toddler grows older.
- Edit the speech in a Shared Writing activity. Use the terms 'verb', 'noun', 'pronoun' where appropriate.
- Consider the types of speech used to address different groups, e.g. **'The School Trip'** in **The Hypnotiser**. Use the text to examine the subject/verb agreements and discuss how it would be altered for a different target audience.
- Explain and chart common errors. Ask children to proof-read for these.


Wah! Me want din-dins!


I would like my dinner now please, as I'm rather hungry!
My mum
hates ironing.
I
want to go home.
The dogs
ate all the bones.

Group

- Use the Photocopiable Resource Sheets to play *Snap* and *Pelmanism* to match subject and sentence cards.
- Use the cards to make silly sentences flip books, and illustrate them.
- Give the children written examples of toddler speech to edit.

Relevant published materials/resources

The Grammar and Punctuation Book, Pie Corbett (Stanley Thornes): refer to Copymasters 31/32; **The Hypnotiser**, Michael Rosen (Young Lions); **Grammar Rules** (Collins Ed.).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	S 3

Objectives

To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am*, *we are*, in standard English.

Activities

Class or Group

- Identify and list singular/plural persons and verb agreements.
- Proof-read a short, prepared passage and circle where the person/verb agreements are incorrect, e.g. *we was running*.
- Collect instances from everyday speech and list these beside the standard written form.
- Encourage the children to proof-read for errors of disagreement. When commenting on written work, get the children to find and change any such errors in their work.

Relevant published materials/resources

Make a sentence

I	like ice-cream.
You	can't do that.
The dogs	ate the bones.
Mr. Smith	is late for work.
We all	went to the zoo.
My mum	hates ironing.

Two fish	swam in the sea.
He	caught the bus.
Those boys	are running fast.
Our car	is red.
Fatima	has new shoes.
They	are going home.
My sisters	look after me.

NLS Activity Resource Sheet

Year	3
Term	3
Strand	S 5

Objectives

How sentences can be joined in more complex ways through using a widening range of conjunctions in addition to *'and'*, and *'then'*, e.g. *if, so, while, though, since, when.*

Activities

Shared or Group activity

- Identify and list as many conjunctions as possible. Note conjunctions in Shared Reading and add to the list. Demonstrate how conjunctions 'join' sentences, like a railway junction.
- Give children lists of simple sentences. These can be cut up, glued onto a sheet and joined with a selected conjunction, e.g.

Tom is clean.

It runs smoothly.

The car starts.

He is kind.

- For each new sentence only certain conjunctions will work. Discuss different shades of meaning, e.g. *I woke early but ... and ... then I missed the postman.*
- List a simple sentence. Children extend the sentence in five different ways using different conjunctions, e.g.

I woke early - although I was still tired.
I woke early - because the ship's crew made such a noise.
I woke early - during the winter because it was so cold ... etc.

- Investigate not using 'and' or 'then'. These tend to invite or support simple forms of thinking. As soon as a word like 'however' or 'because' is used a more complex form of thinking is demanded. Therefore more interesting and complex sentences are created.
- Use cloze procedure with conjunctions omitted.
- Give the children a passage where either 'and' or 'then' is overused. In pairs, they should edit to remove as many as is sensible, to improve the narrative.
- When marking proactively, suggest that children return to an overuse of 'and' to remove it where it is sensible.
- When reading, identify examples of different conjunctions. Explain the demands a conjunction makes, e.g. *'Because' means you have to explain; 'Then' means you can say what happened next*, etc.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	3
Strand	S 5

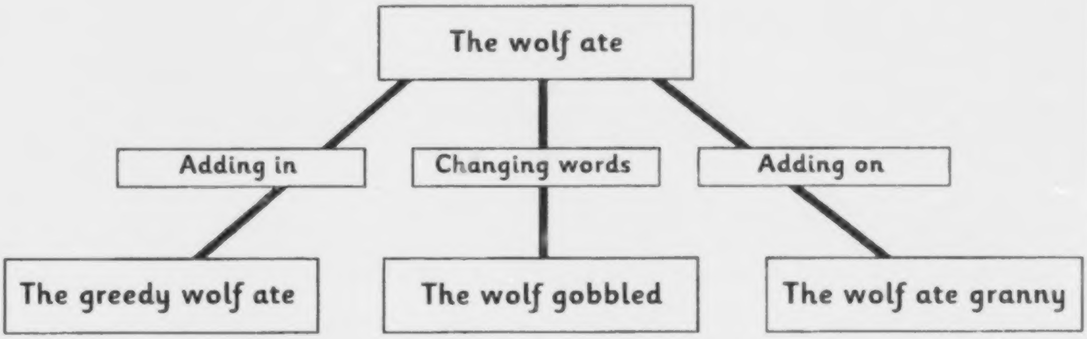
Objectives

How sentences can be joined in more complex ways through using a widening range of conjunctions in addition to '*and*' and '*then*', e.g. *if, so, while, though, since, when.*

Activities

Class

- Introduce *Boring sentences.*
- Provide a list of simple and dull sentences and experiment with different ways of enlivening them.
- Who can make the most interesting sentences using a range of conjunctions.


The wolf ate
Adding in
Changing words
Adding on
The greedy wolf ate
The wolf gobbled
The wolf ate granny

Group

- The children attempt their own *Boring sentences.*
- Move on to using several sentences or a short passage.
- Avoid rewriting by children revising passages.
- Demonstarte how to use a range of conjunctions to extend sentences, e.g. 'The wolf ate granny because ...'..

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	3
Strand	S 6

Objectives

To investigate through reading and writing how words and phrases can signal time sequences.

Activities

Shared or Group Reading

- Children investigate a range of texts and list words that signal time sequences, e.g. *first, then, next, after, meanwhile, from, where.*
- Create inventive and imaginative sentences, e.g.

> During Winter the snow clutches the streets.
> Before the Autumn the sun drinks the earth's cocktail.
> After midnight the moon shivers till dawn.
> Later than tomorrow is soon enough for eternity . . .

- Link to work looking at the structure of recounts.
- Demonstrate use in Shared Writing.
- Link to work in non-fiction in **T16** and **T22**.

Relevant published materials/resources

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.*
Non-Fiction: *(i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopedias, indexes, etc.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension strategies

1. to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences;

Activity and Worksheets

Y3 T3 T1 Re-telling a story in sequence

2. to refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description;

Activity and Worksheets

Y3 T3 T2 Opening, build up and atmosphere

Y3 T3 T2 The atmosphere of a book

3. to distinguish between 1st and 3rd person accounts;

Activity and Worksheets

Y3 T3 T3 First and third person accounts

4. to consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction;
5. to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements;

Activity and Worksheets

Y3 T3 T5 Characters behaviour

Y3 T3 T5 A circle of feeling

Related Items

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

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6. to compare forms or types of humour, e.g. by exploring, collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams;

Activity and Worksheets
Y3 T3 T6 Humour 1
Y3 T3 T6 Humour 2

7. to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects;

Activity and Worksheets
Y3 T3 T7 Poetry recital

8. to compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes;

Activity and Worksheets
Y3 T3 T8 Compare works by the same author

9. to be aware of authors and to discuss preferences and reasons for these;

Activity and Worksheets
Y3 T3 T9 Preferred authors

Writing composition strategies

10. to plot a sequence of episodes modelled on a known story, as a plan for writing;

Activity and Worksheets
Y3 T3 T10 Plot a sequence of episodes
Y3 T3 T10 Bare bones

11. to write openings to stories or chapters linked to or arising from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes;
12. to write a first person account, e.g. write a character's own account of incident in story read;

Activity and Worksheets
Y3 T3 T12 A first person account

13. to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative;

Activity and Worksheets

Y3 T3 T13 Writing extended stories
Y3 T3 T13 Journey to Slinsil
Y3 T3 T13 The Quest

14. to write book reviews for a specified audience, based on evaluations of plot, characters and language;

Activity and Worksheets
Y3 T3 T1 Book reviews

15. to write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms;

Non-Fiction
Reading comprehension

16. to read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences - formal/informal;

Activity and Worksheets
Y3 T3 T16,20 Letter writing

17. to 'scan' indexes, directories and IT sources, etc. to locate information quickly and accurately;
18. to locate books by classification in class or school libraries;
19. to summarise orally in one sentence the content of a passage or text, and the main point it is making;

Writing composition

20. to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader;
21. use IT to bring to a published form - discuss relevance of layout, font, etc. to audience;
22. experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report;
23. to organise letters into simple paragraphs;
24. to make alphabetically ordered texts - use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports;
25. to revise and extend work on note-making from previous term;
26. to summarise in writing the content of a passage or text and the main point it is making.

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 1

Objectives

To re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences.

Activities

N.B.
You will need to have read a short adventure story with the children, outside the literacy hour, or in a previous session. The book will need to be completed before the work on this objective can be started. The children should also have a repertoire of familiar short adventure stories.

Class

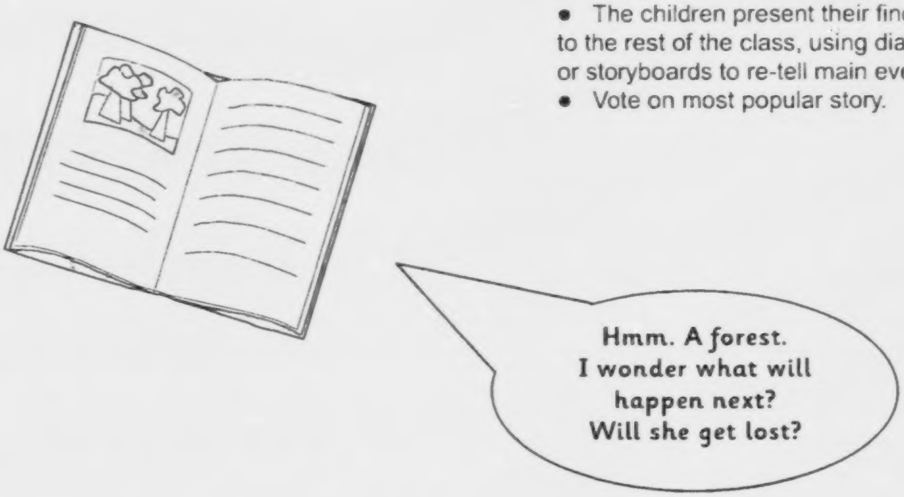
- Remind the children of the story you have read.
- Use the Shared Reading time to model how to use the generic Photocopiable Resource Sheets (e.g. Storyboard).
- Spend some time exploring the order of events in the story. Set them out in a clear sequence on the board. Use models from NLS Module 5 Teachers' Notes.

Group

- The children work in pairs. Draw and label main sequence of events.
- Compare two stories – which do you prefer? Why?

Plenary

- The children present their findings to the rest of the class, using diagrams or storyboards to re-tell main events.
- Vote on most popular story.


Hmm. A forest.
I wonder what will
happen next?
Will she get lost?

Relevant published materials/resources

Look for short adventure/mystery stories in such series as Bananas (Heinemann), Jets (Collins Ed.), Pocket Books (Ginn), etc.
'Journey' stories – examples of children's work in appendix to NLS Module 5 Teacher's Notes.

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 2

Objectives

To refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description.

N.B.
This builds on work carried out in **Y3 T2 T1**.

Activities

Class

- In Shared Reading identify, discuss and collect significant words and phrases that describe, anticipate or colour events, using ideas from the Photocopiable Resource Sheet and modelling how to fill it in.
- Collect the most significant adjectives – try changing them to create a different atmosphere, e.g. changing a cosy setting into something sinister, or vice versa.
- Take an extract from a text that forms the opening or build-up, or that creates an atmosphere. Model how to extend this through Shared Writing.
- Take an extract from a text that forms the opening or build-up. Discuss what might happen next, referring back to the text to support and develop ideas and ensure consistency.

It was a dark and stormy night ...

Suddenly the cowering dog raised its head and howled!

Group

- The children work together to fill in the Photocopiable Resource Sheet for other stories or extracts.
- The children work together to develop a story opening or to write a passage that follows on from an extract that forms the build-up or creates atmosphere.

The heavy oak door creaked open ...

Plenary

- Compare writing with that of other groups and the original texts.

Relevant published materials/resources

Beaver Towers, Nigel Hinton (Puffin). **Fantastic Mr. Fox,** Roald Dahl (Puffin).
Charlotte's Web, E. B. White (Puffin).
Stories from the Banana Books series, published by Heinemann, e.g. **Dragon Trouble,** Penelope Lively, **Storm,** Kevin Crossley-Holland, **Dracula's Daughter,** Mary Hoffman, **The Ghost Child,** Emma Tennant.

320

Name:
Date:

The atmosphere of a book

My extract is from:

by:

This is what I think happened:

These words and phrases gave me a clue:

This is what I think might happen next:

These words and phrases gave me a clue:

These are the words and phrases the author used to help me picture what was happening:

I thought the extract worked well because:

I thought it would have been better if the author had:

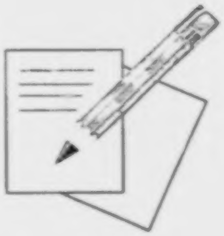
NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 3

Objectives

To distinguish between first and third person accounts.

Activities



Class

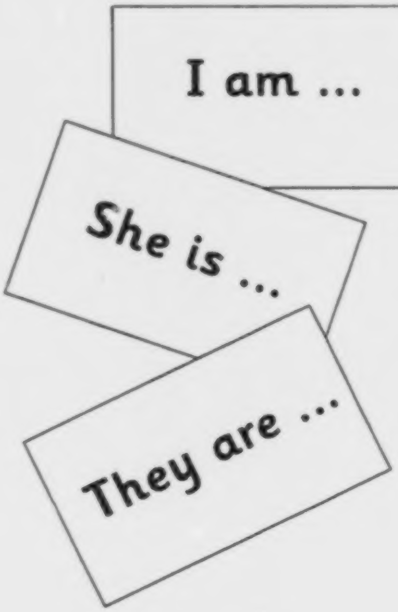
- Read the opening passages from two stories, one told in the first person, and the other in the third person.
- Discuss who is telling the story. *How do we know? What do we find out about the characters and events? What is the effect?*
- Explore describing actions in first/third person, e.g. *I'm sharpening my pencil. He is sharpening his pencil.*

Group

- Transform short extracts from the first person into the third, and vice versa.
- Prepare cloze procedure activities with pronouns and verbs deleted.
- Build a collection of stories told in first and third person.
- Give the children a picture stimulus and ask them to write the beginning of the story in the third and then in the first person, taking the role of participant.
- Compile *who am I?* clues to a character in fiction, e.g. *I was having breakfast. My parents would not talk to me. I started to shrink!*

Plenary

- Give one child the role of a fictional character. The class ask questions which have to be answered in the first person.


I am ...
She is ...
They are ...

Relevant published materials/resources

The Julian Stories, Ann Cameron (Yearling). **Jafta – The Homecoming**, Hugh Lewin (Picture Puffin). **Goosey Farm Stories,** Gene Kemp (Collins). **The Pain and the Great One,** Judy Blume (Pan).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 5

Objectives

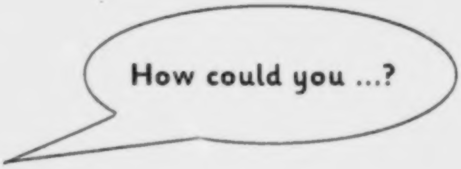
To discuss characters' behaviour, e.g. fair or unreasonable, brave or foolish.

Activities

N.B.
This activity is based on an adventure novel as identified for this term's range.
The work should be carried out after the novel has been read with the whole class.

Class

- Discuss and list the main characters.
- Select an extract page. Brainstorm and list the kinds of questions children would like to ask different characters. Give guidance on how to phrase the questions, e.g. *Why did you ...? What was in your mind?*
- Allocate roles of main characters to children in the class. Question the characters in role. How would they respond?
- Discuss how the characters feel about each other. Refer to text for reasons why they might feel like this.

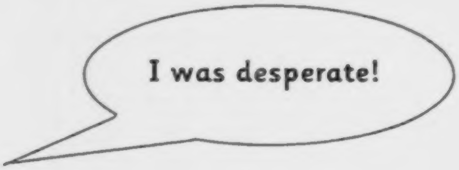

How could you ...?

Group

- Give each group an extract from the text to read in pairs, and a copy of the Photocopiable Resource Sheet.
- Each pair writes a question they would like to ask a character about an incident in the extract.
- Exchange sheets with another pair and write an answer in role.

Plenary

- Display questions and answers.


I was desperate!

Relevant published materials/resources

The Worst Witch, Jill Murphy (Puffin). **101 Dalmatians,** Dodie Smith (Puffin).
Adventures of the Little Wooden Horse, Ursula Moray Williams (Puffin).
The Wizard of Oz, L. Frank Baum (Puffin).
The Shrinking of Treehorn, Florence Parry Heide (Puffin). **The Sheep Pig,** Dick King-Smith (Puffin).
Alice's Adventures in Wonderland, Lewis Carroll (Puffin). **The Iron Man,** Ted Hughes (Puffin).

Name:
Date:

A circle of feelings

Draw a picture of your character in the middle circle.
In the outer circle, write down all the feelings your character has in the story.

My character is: ______________________________

from the story: ______________________________

I think he/she behaved: ______________________________

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 6

Objectives

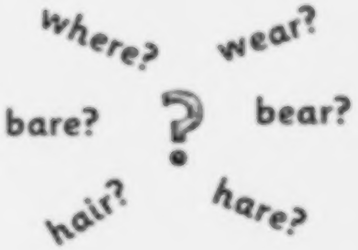
To compare forms or types of humour, e.g. by exploring, collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams.

Activities

N.B.
Puns are based on words with multiple meanings or homophones (see glossary). **The Hobbit** is useful for riddles.

Class

- Introduce some anthologies which contain examples of word puzzles and encourage the children to add to the collection.
- In Shared Reading read examples and explore similarities and patterns.
- Brainstorm the different types of word puzzle examples encountered.
- Demonstrate the formats and how to innovate text from the patterns.


where?
wear?
bare?
?
bear?
hair?
hare?

Group

- Ask the children to collect and classify examples of word patterns. These could be collected in class books.
- Children use the collections as models for their own versions of work in the style.

A Kenning

Four stiff standers
Four dilly danders
Two lookers
Two crookers
And a wig wag.

Answer - a cow

Relevant published materials/resources

Custard Pie, ed. Pie Corbett (Macmillan Children's Books). **Crack Another Yolk,** John Foster (OUP). **The Hobbit,** J.R.R. Tolkien (Collins Children's Books).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 6

Objectives

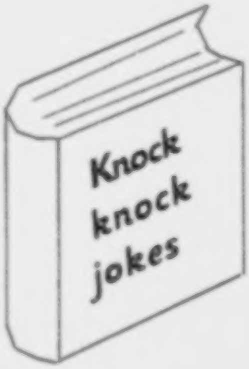
To compare forms or types of humour, e.g. by exploring, collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams.

Activities

Class

- Read aloud examples of one type of humour, or of two or more types to compare and contrast.
- Discuss what makes it funny, e.g. double meanings, slapstick, things that cannot happen. What makes you laugh?
- Ask children if they know any jokes or poems like this.

Knock knock!



Group

- Make collections of jokes of different kinds from a variety of joke books. Sort these according to common features, e.g. knock knock, what is the difference between ...
- Prepare a reading or performance with a partner of a favourite joke or nonsense poem, stressing the importance of intonation and timing.
- Listen to and discuss taped readings of appropriate material.
- Look for examples of different categories of humour – word play, joke poems, word games, nonsense, cautionary tales. Compile list of titles under headings.

Plenary

- Read aloud or perform material prepared in groups.
- Report back on the classification of types of humorous writing.
- Begin to compile a class book of favourite jokes and funny poems.
- Display class list on wall and encourage children to add examples as they come across them.

Who's there?

Relevant published materials/resources

The Ha Ha Bonk Book and **The Old Joke Book,** Ahlberg (Puffin). **Poems for 9 Year Olds and Under,** ed. Kit Wright (Puffin). **Nothing Solemn,** ed. Kenneth Agar (Evans). **The Children's Book of Children's Rhymes,** ed. Christopher Logue (Piccolo).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 7

Objectives

To select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects.

Activities

Group

- Children read and select entertaining poems they enjoy. They prepare readings and learn some by heart. Poetry cards can be taken home to provide time for learning.

Shared or group activities

- Identify instances of rhyme, suggest other rhymes (re-read as this will now add humour to the poem by inserting the wrong word!).
- Identify alliteration, where words begin with the same sound/letter. In group work children can list or invent alliterative phrases or sentences, e.g.

> 'Silly Cindy sat on a sizzling cinder'.

- List instances of word combinations that create impact by sound as well as meaning, e.g.

> 'We went to trout about on the swings.'

- In poems identify where adjectives are used by circling. Do they add useful information about the noun or do they just tell the reader what is already known, e.g. the white clouds?
- Extract all the adjectives from a passage and leave blank. Present cloze procedure. Remind children that not every noun needs an adjective. After all, do we need to say, 'the red post-box' – are not all post-boxes red?

Relevant published materials/resources

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 8

Objectives

To compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes.

Activities

Class

- Introduce the idea of reading lots of books by the same author. Find out if the children have 'crazes', e.g. **Goosebumps** by R.L. Stein or **Animals in the Ark** by Lucy Daniels, and favourite authors.
- Discuss examples of series and sequels.
- Begin a display of books by a chosen author for a term's study and encourage the children to look for other books to add.
- Compare two extracts on OHT and look for clues that show they are by the same author, e.g. recurring gorillas in Anthony Browne books or the same character, e.g. Alfie in books by Shirley Hughes.
- Look for contrasts, e.g. Ahlberg's **Woof** and the poetry collection, **Please Mrs Butler**.

N.B.
It is useful to choose an author who has written at a range of levels, e.g. Anthony Browne, Shirley Hughes, Allan Ahlberg, or whose work is widely disseminated in a variety of commercial spin-offs, e.g. Beatrix Potter, A.A. Milne.
Prepare an attractive display, including (where possible) posters, book covers, videos, taped stories, computer software and commercially produced items, such as games or fluffy toys.
Links with **Y3 T3 T9.**

I liked the bit when ...

Group

- Each group reads a different text or extracts by the chosen author.
- Make a poster to advertise or recommend the author.
- Make collections of favourite quotes, openings, endings, favourite moments, funniest moments, scary bits, etc.

Plenary

- The children examine the displays commenting constructively on content and presentation.
- The groups give verbal reports on the books they have read. Prompt the children to say it in a sentence. Practise brief summaries.

You must read this, it's brilliant!

Relevant published materials/resources

Shirley Hughes books, including **Up and Up** (Red Fox) – wordless picture book, **Alfie** books (Red Fox), **Chips and Jesse, Dogger** (Red Fox), **It's Too Frightening For Me** (Puffin) – play version as well. Allan Ahlberg books, including **The Giant Baby, Please Mrs Butler, Woof, Happy Families** series (Puffin). Anthony Brown books, including **Gorilla** (Walker), **The Piggy Book** (Walker), **A Walk in the Park** (Hamish Hamilton).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 9

Objectives

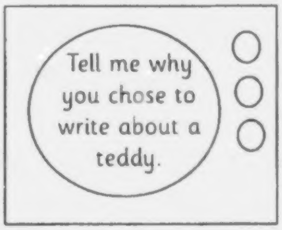
To be aware of authors and to discuss preferences and reasons for these.

Activities

N.B.
Collect copies of favourite books during weeks before author study. Classroom display of these could include teachers', parents' and children's favourites.

Class

- Brainstorm favourite authors/poets. Scribe the answers and display the list.
- Discuss ways in which information about an author, could be collected, e.g. letter, book covers, school/home research.
- Discuss ways of presenting information about an author, e.g. display, presentation, a book for the library.


Tell me why you chose to write about a teddy.

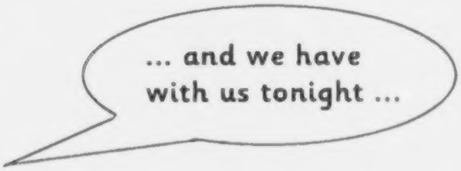
Group

Ask each group to select an author from the brainstorm chart and:

- plan ways of collecting information about the author, e.g. by collecting titles or copies of books;
- prepare questions to ask the author in a letter (if the author is still alive);
- plan school-based research into the popularity of an author, recording the results on a database;
- plan a quiz based on an author. This could be presented as a *Mastermind* style TV programme or an interview of the author on TV or radio;
- Each group member chooses one book by the author to read and review.

Plenary

- Each group presents their author and answers questions from the class.


... and we have with us tonight ...

Relevant published materials/resources

Reasons For Writing (Ginn). **Longman Book Project** (Longman). **Library Alive, Reading Alive,** Gwen Gawith (A & C Black). Possible authors – Raymond Briggs, Dick King-Smith, Roald Dahl. **Meet the Authors and Illustrators** series (Scholastic). **A Good Read,** Pathways (Collins).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 10

Objectives

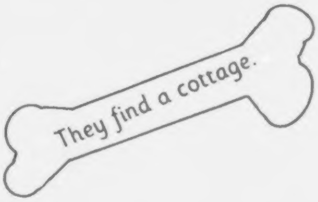
To plot a sequence of episodes modelled on a known story, as a plan for writing.

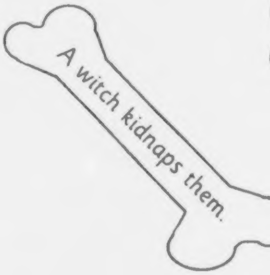
Activities

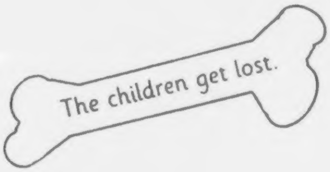
N.B.
Refer back to the plotting techniques from the previous term.

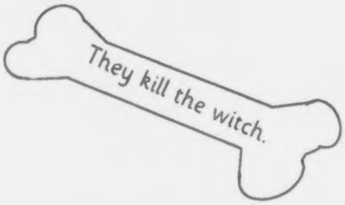
Class

- Choose a known tale from previous work.
- Model how to expose the bare bones of the story which make up its backbone and reveal the underlying structure.
- This involves depersonalising events, i.e. instead of saying *Hansel and Gretel get kidnapped*, write *Some children get kidnapped.*
- Model how to use these bare bones to plot the sequence of episodes for a new story, e.g. by introducing a new character or a different turn of events.


They find a cottage.


A witch kidnaps them.


The children get lost.


They kill the witch.

Group

- Each group selects a different known tale and identifes and records the bare bones of the main episodes, using the Photocopiable Resource Sheet.
- The children use these frameworks to plan their own story modelled on the original.

Plenary

- The groups prepare a presentation of bare bones for the rest of the class, e.g. in the form of a poster or on OHT.

Extension

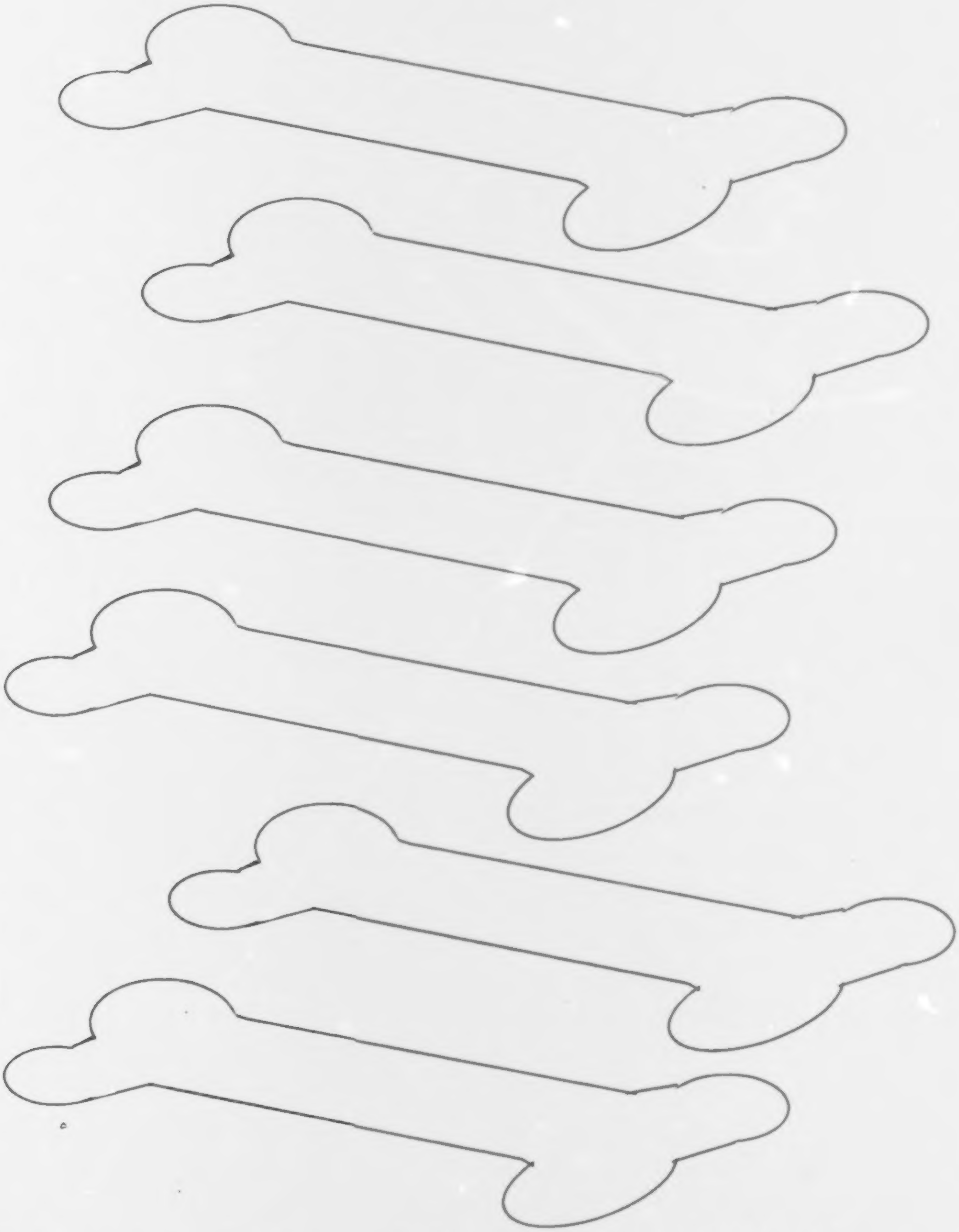
- Demonstrate how to represent the plot using a time line.

Relevant published materials/resources

Hansel and Gretel, The Snow Queen, Rapunzel and other folk or fairy tales (traditional).
Classic Fairy Tales, Opie – for teacher reference (OUP). **Fairy Tales,** Terry Jones (Puffin).
Classic Fairy Tales (Puffin).

Bare bones

Chose a story that you know well. Cut out the bones on the sheet below.
On each bone write one episode from the story.
Make sure you have a bone for every main event in the story!



Display your bones on a classroom display. Arrange them in the right order.

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 12

Objectives

To write a first person account, e.g. write a character's own account of incident in story read.

N.B.
Base the work on an adventure/mystery story which the children have shared as a class novel, or other familiar stories.

Activities

Class

- Identify an incident or turning-point from near the beginning or middle of the story. One that relates to some common shared experience, e.g. getting lost, would be most appropriate.
- Discuss how the main character responds and acts at this point; how *they* feel about this and whether there were alternative courses of action.
- Ask the children to imagine themselves in this situation. What would they say if they were telling someone about it?
- Remind the children of how stories are written in the first person.

Link with **Y3 T3 T3.**

Group

- Work in pairs. Provide task cards for several books and characters, or base them all on a shared novel.
- Use role-play to tell each other about what has happened/how the character feels.
- Write an account in the first person.

Plenary

- The groups present or read aloud their stories.
- Discuss and compare.
- Prompt the children to explore issues of consistency, credibility and effectiveness.

Little Red Riding Hood

You are Little Red Riding Hood's grandmother. Tell the story of what happened to you...

The Iron Man

You are Hogarth. Tell your parents about how you met the Iron Man.

Relevant published materials/resources

Beaver Towers (and sequels), Nigel Hinton (Puffin). **The Iron Man,** Ted Hughes (Faber). **The Magic Finger,** Roald Dahl (Puffin). **Storm,** Kevin Crossley-Holland and **Conker,** Michael Morpurgo (Banana Books, Heinemann). **The Boy Who Went Looking for a Friend,** Margaret Mahy (Dent). **The Vanishment of Thomas Tull,** Allan Ahlberg (A&C Black). **Conker,** Michael Morpurgo (Banana Books, Heinemann).

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 13

Objectives

To write more extended stories based on a plan of incidents and set out in simple chapters with with titles and author details; to use paragraphs to organise the narrative.

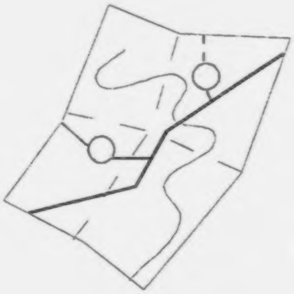
Activities

Class

- Read and model features of published stories, i.e. chapter headings, author details. Point out use of paragraphs and rehearse or deduce rules for new paragraphs.
- Using the map on the Photocopiable Resource Sheet, model how to plan a simple quest story that uses five chapters. The story is about a group of travellers carrying a precious item from the castle dungeons to the village.
- Discuss the chapter headings.
- Brainstorm the beginning of the story as a Shared Writing exercise. Who are the travellers? What is the precious item? Who put them in the dungeon and how did they get out? Demonstrate how to use paragraphs to organise the story, e.g. one to describe travellers, one to describe a precious item, another to fill in background.

Chapter headings

1. From the dungeon to the foot of the mountains.
2. From the foot of the mountains to the river.
3. Across the river.
4. Across the desert.
5. Through the forest and home to the village.



Group

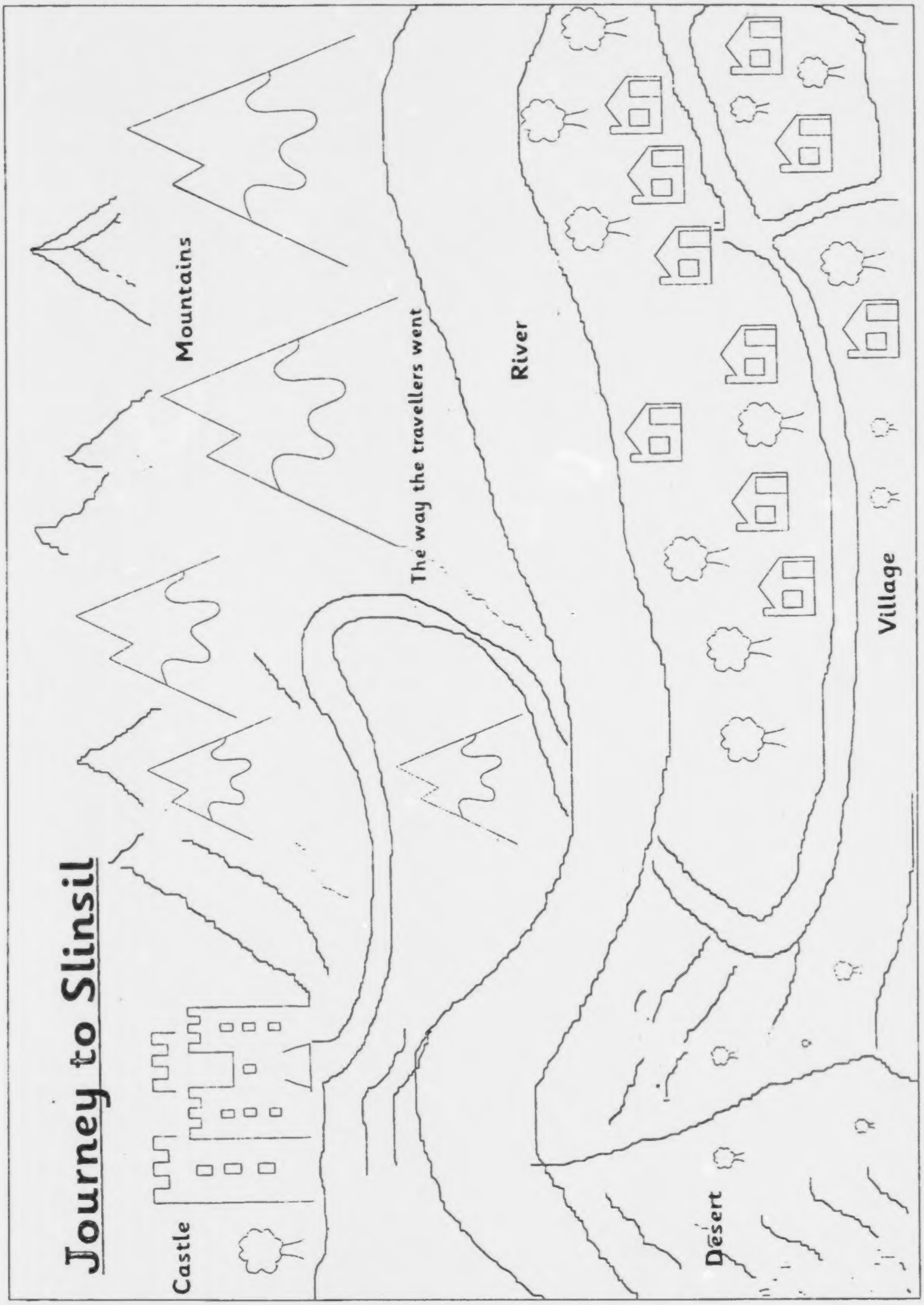
- Each group works on one of the chapters, using the writing frame on the Photocopiable Resource Sheet. The children must agree on the challenge that has to be overcome in order to move on, e.g. an attack by deadly spiders.
- Make a list of main paragraphs for the chapter.

Plenary

- Each group shares the writing frame with the rest of the class.
- The pieces are then drafted, edited and published as a class novel.

Relevant published materials/resources

This approach reflects the type of tale to which **The Hobbit** belongs. **Adventures of the Little Wooden Horse** and **Gobbelino the Witch's Cat,** Ursula Moray Williams (Puffin). **Curse of the Lost Idol,** Graham Round (Usborne). Also look at adventure-style software, e.g. **Through the Dragon's Eye** (BBC software), **Crystal Rain Forest** (Sherston).


Journey to Slinsil
Castle
Mountains
The way the travellers went
River
Desert
Village

Name:
Date:

The quest

Chapter ______________________________
Entitled ______________________________

What part of the journey is this?
What do you need to remember about the journey so far?
What event is going to happen to the travellers in this chapter?
How is it solved?
What will the travellers take with them from this part of the story to the next stage of their journey?

NLS Activity Resource Sheet

Year	3
Term	3
Strand	T 16, 20

Objectives

To read examples of letters written for different purposes ...; understand form and layout ...; to write letters, notes and messages linked to work in other subjects; to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader.

Activities

N.B.
Collect examples of letters from children's magazines, newspapers, personal examples, etc.
Make a large postbox-shaped display board.
Do not fix the examples permanently.
The display will need to be interactive.

Class

- Use the letter collection to extract the key features, e.g. beginnings, formal or informal ways of addressing recipients.
- Make displays of each of these features, e.g. a collection of letter beginnings or endings.
- Add other examples, e.g. postcards, telemessages, e-mails and faxed messages.

Group

- Using examples of real letters, ask the children to chart the most common beginnings and endings in different types of letters, e.g.

letters to	friends	newspapers	businesses
beginnings			
endings			

- Write letters describing the same event, e.g. a trip to a farm, to:
  - a friend
  - a parent
  - the company that provided the funding to undertake the trip.

Plenary

- Look at the different versions and compare beginnings and endings, font, formal and informal language.
- Discuss the effect of the variations.

Relevant published materials/resources

Dear Sam, Dear Ben, Magic Bean (Heinemann).

YEAR TERM

4 1

Range

Fiction and poetry: *historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.*

Non-Fiction: *a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

1 to read and spell words through:

- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for spelling;
- correct reading and spelling of high frequency words from KS1 and Y3;
- identifying syllabic patterns in multi-syllabic words;
- using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
- recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

3 to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

5 to spell two-syllable words containing double consonants, e.g. *bubble, kettle, common;*

6 to distinguish between the spelling and meanings of common homophones, e.g. *to/two/too; they're/their/there; piece/peace;*

7 to spell regular verb endings *s, ed, ing* (link to grammar work on tenses);

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions;

2 to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future):

- compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. *'when the circuit is...'*); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text;
- to understand the term 'tense' (i.e. that it refers to time) in relation to verbs and use it appropriately;
- understand that one test of whether a word is a verb is whether or not its tense can be changed;

3 identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure;

4 to identify adverbs and understand their functions in sentences through:

- identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences;
- noticing where they occur in sentences and how they are used to qualify the meanings of verbs;
- collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly; light: brilliantly, dimly;*
- investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house ...ly*
- using adverbs with greater discrimination in own writing;

Sentence construction and punctuation

5 to practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to investigate how settings and characters are built up from small details, and how the reader responds to them;

2 to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions;

3 to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail;

4 to explore narrative order: identify and map out the main stages of the story: introductions – build-ups – climaxes or conflicts – resolutions;

5 to prepare, read and perform playscripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?

6 to chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded;

7 compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences;

8 to find out more about popular authors, poets, etc. and use this information to move onto more books by favourite writers;

Writing composition

9 to use different ways of planning stories, e.g. using brainstorming, notes, diagrams;

10 to plan a story identifying the stages of its telling;

11 write character sketches, focusing on small details to evoke sympathy or dislike;

12 to write independently, linking own experience to situations in historical stories, e.g. *How would I have responded? What would I do next?;*

13 to write playscripts, e.g. using known stories as basis;

8 to spell irregular tense changes, e.g. *go/went, can/could*;

9 to recognise and spell the suffixes: *-al, -ary, -ic, -ship, -hood, -ness, -ment;*

10 to read and spell correctly the words in Appendix List 2;

Vocabulary extension

11 to define familiar vocabulary in their own words, using alternative phrases or expressions;

12 to use 3rd and 4th place letters to locate and sequence words in alphabetical order;

13 to use a rhyming dictionary, e.g. in composing jingles;

14 the ways in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs by use of the suffixes *-ate, -ify, etc.*; investigate spelling patterns and generate rules to govern the patterns;

Handwriting

15 to use joined handwriting for all writing except where other special forms are required;

16 to know when to use:
- a clear neat hand for finished, presented work;
- informal writing for everyday informal work, rough drafting, etc;

17 to ensure consistency in size and proportions of letters and spacing between letters and words.

14 to write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs;

15 to use paragraphs in story writing to organise and sequence the narrative;

Non-Fiction

Reading comprehension

16 to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;

17 to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently;

18 to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;

19 to understand and use the terms *fact* and *opinion*; and to begin to distinguish the two in reading and other media;

20 to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;

21 predict newspaper stories from the evidence of headlines, making notes and then checking against the original;

22 to identify features of instructional texts including:
- noting the intended outcome at the beginning;
- listing materials or ingredients;
- clearly set out sequential stages;
- language of commands, e.g. imperative verbs;

23 to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension;

Writing composition

24 to write newspaper style reports, e.g. about school events or an incident from a story, including:
- composing headlines;
- using IT to draft and lay out reports;
- editing stories to fit a particular space;
- organising writing into paragraphs;

25 to write clear instructions using conventions learned from reading;

26 to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering;

27 to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by:
- generalising some of the details;
- deleting the least important details.

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The National Literacy Strategy

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● NLS Framework   ○ Resources

Year	Year R	Year 1	Year 2	Year 3	**Year 4**	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Glossary

Word — Phonics, spelling and vocabulary

Sentence — Grammar and punctuation

Text — Comprehension and composition

Range
Fiction and poetry: *historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.*
Non-Fiction: *a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Revision and consolidation from Year 3

1. to read and spell words through:

- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for spelling;
- correct reading and spelling of high frequency words from KS1 and Y3;
- identifying syllabic patterns in multi-syllabic words;
- using phonic/ spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
- recalling the high frequency words learnt in KS1 and Y3;

Activity and Worksheets

- Y4 T1 W1 Blending and segmenting phonemes
- Y4 T1 W2 Spelling logs
- Y4 T1 W3 Independent spelling strategies 1
- Y4 T1 W3 Independent spelling strategies 2

Spelling strategies

- to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;
- to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Related Items

- Medium frequency words to be taught through Years 4 and 5
- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Additional Literacy Support (ALS) (includes video)

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 4 Term 1
- Year 4 Term 2
- Year 4 Term 3

BEST COPY AVAILABLE

Activity and Worksheets
Y1 T1 W4 Look, say, cover, write, check

Spelling conventions and rules

5. to spell two-syllable words containing double consonants, e.g. *bubble, kettle, common;*

Activity and Worksheets	
Y4 T1 W5 Two-syllable words and double consonants	Y4 T1 W5 Double letters
Y4 T1 W5 Words containing 'v'	

6. to distinguish between the spelling and meanings of common homophones, e.g. *to/two/too; they're/their/there; piece/peace;*

Activity and Worksheets
Y4 T1 W6 Common homophones

7. to spell regular verb endings *s, ed, ing* (link to grammar work on tenses);

Activity and Worksheets	
Y4 T1 W7 Words ending in 'y'	Y4 T1 W7 Adding 'ed' 1
Y4 T1 W7 Adding 'ed' 2	Y4 T1 W7 Adding 'ing'
Y4 T1 W7 Verb endings	

8. to spell irregular tense changes, e.g. *go/went, can/could;*

Activity and Worksheets	
Y4 T1 W8 Tense changes	Y4 T1 W8 Irregular tense changes

9. to recognise and spell the suffixes: *-al, -ary, -ic, -ship, -hood, -ness, -ment;*
10. to read and spell correctly the words in the medium frequency word list;

Vocabulary extension

11. to define familiar vocabulary in their own words, using alternative phrases or expressions;
12. to use 3rd and 4th place letters to locate and sequence words in alphabetical order;
13. to use a rhyming dictionary, e.g. in composing jingles;
14. the ways in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs by use of the suffixes *-ate, -ify, etc.*; investigate spelling patterns and generate rules to govern the patterns;

Handwriting

15. to use joined handwriting for all writing except where other special forms are required;
16. to know when to use:

- a clear neat hand for finished, presented work;
- informal writing for everyday informal work, rough drafting, etc;

17. to ensure consistency in size and proportions of letters and spacing between letters and words.

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NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 1

Objectives

To read and spell words through: identifying phonemes in speech and writing; blending phonemes for reading; segmenting words into phonemes for spelling; correct reading and spelling of high frequency words... ; identifying syllabic patterns... ; using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge.

Activities

Class, Group or individual

- There are a number of ways of tackling an unfamiliar word. If children cannot yet blend consonants to vowels, they should, at least, be able to recognise the initial letter or cluster of a word and hazard a guess at the word from the context/picture.
- Children should be encouraged to look at a word and see which 'bit of it' they do know. They might, for instance, read 'pain' in 'paint', or they may see a part of a word which they recognise in another word and then be able to read the new word by analogy, e.g. *load/loaf; load/road.* In Shared Reading, children may be encouraged to use a marker to underline the familiar portion of a word to make this strategy explicit to other children.
- Where time has been spent on working out a new word, children should be encouraged to re-read the sentence before continuing so that the sense of the text is maintained.
- The running record/miscue analysis is the obvious monitoring device for using strategies in reading. However, it is possible in Individual and Guided Reading to check frequently when a child reads that he/she is using an appropriate mix of strategies. Sometimes, after children have worked out a word, the teacher can ask them how they did it. This reinforces the use of a successful strategy for the future. Guided Reading is the opportunity for reinforcing the use of a range of strategies with a group.

N.B.
Less-skilled readers at the beginning of KS2 may fall into one of two categories: those who plod through a text sounding out every word and those who make wild guesses at a word regardless of the letters in the word. Children should have enough knowledge of words and letter patterns to be able to build unfamiliar words; the process can often be accelerated by using contextual cues. Both processes complement one another and should be encouraged to do so. This can best be achieved during guided reading with a group, but it is also appropriate to model it during shared reading.

Relevant published materials/resources

Name:
Date:

My spelling log

Words I spell correctly	Words which I need to practise	
	Word	How I remember it

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 3

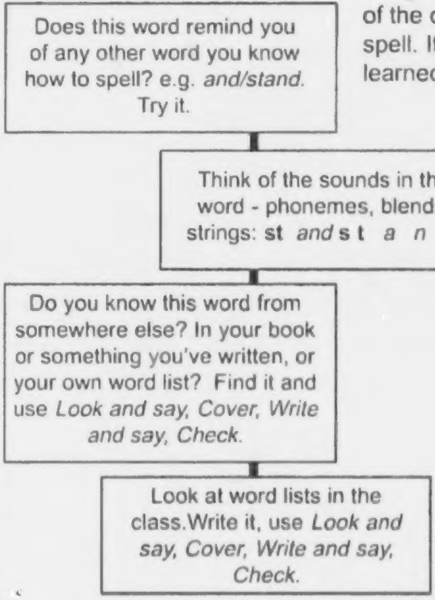
Objectives

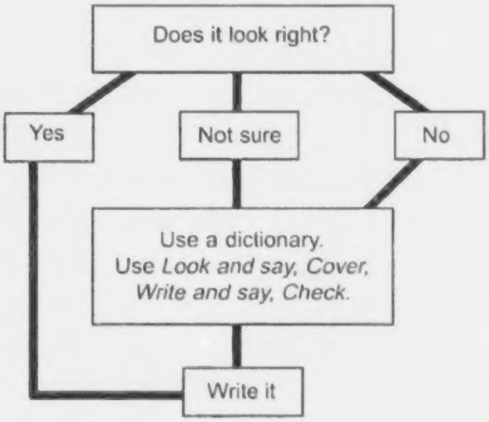
To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features ... ; building from other words with similar patterns and meanings ... ; spelling by analogy with other known words ... ; using word banks, dictionaries, etc.; to practise new spelling regularly.

Activities

Class

- Model the use of spelling strategies using a short piece of writing which does not require much compositional effort, e.g. an account of an incident or the beginning of a story that everyone knows. Children write a sentence each of the account on the white board. As a child 'gets stuck' on a word he/she wants to write, encourage him/her to use one or two of the strategies above. Applaud logical attempts. Ask the other children to suggest possible strategies. Stress that getting an immediate approximation to a word is a better strategy at this stage in the writing than hunting about in dictionaries. When about five children have written their contributions, ask the class whether all the words are spelled correctly. Discuss the vagaries of the spelling system in relation to the mis-spelt words. Select three or four of the words which were mis-spelt or which were correct after much effort, and decide with the class how best to remember them for the future. Practise them.
- On another occasion, focus on a strategy such as building words from known words. This will give an opportunity to bring in words from other areas of the curriculum which you want the children to learn to spell. It will also be an opportunity to revise previously learned work on vowel digraphs.


Does this word remind you of any other word you know how to spell? e.g. *and/stand.* Try it.
Think of the sounds in the word - phonemes, blends, strings: **st** *and* **s t** *a n d.*
Do you know this word from somewhere else? In your book or something you've written, or your own word list? Find it and use *Look and say, Cover, Write and say, Check.*
Look at word lists in the class.Write it, use *Look and say, Cover, Write and say, Check.*


Does it look right?
Yes
Not sure
No
Use a dictionary. Use *Look and say, Cover, Write and say, Check.*
Write it

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann). **ACE Spelling Activities**, David Moseley and Gwyn Singleton (L.D.A.). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 3

Objectives

To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features ... ; building from other words with similar patterns and meanings ... ; spelling by analogy with other known words ... ; using word banks, dictionaries, etc.; to practise new spelling regularly.

Activities

Class

Word study

- Through investigations children can re-create rules to help them to spell a range of words and they will also learn more prefixes, suffixes and roots as their vocabulary increases. However, there will always be word spellings which they find difficult to remember. Children should be encouraged to identify their difficulties but also to discuss and share methods they prefer for recalling words.
- Mnemonics for helping to recall words can be based on a phonemic representation, a visual image and/or a semantic connection. It has been found that children recall words more easily if they have been involved in finding a suitable mnemonic rather than having one imposed. However, some suggestions which might help you to help them find one are listed below.

Phonemic

- Say words as they sound, e.g. **Feb-ru-ary, Wed-nes-day.**
- Chant the letter names in a rhythm, e.g. **P-E-O-P-L-E.**

Semantic (meaning)

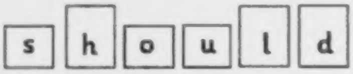
- **RU** (are you) in **February**?
- Stationery - **e for envelope.**
- Doctor's practice.
- Separate **parts**.

Unrelated to original meaning

- Decide, **CID** police.
- **Big Elephants Always Understand Little Elephants** (because) - too many of these become confusing.
- Separate has a **'rat'** in it.

Visual

- Draw a picture around the word to emphasise the shape, e.g. *would, could, should.*



Relevant published materials/resources

Word Games, Sandy Brownjohn (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 4

Objectives

To practise new spellings regularly by **Look, Say, Cover, Write, Check** strategy.

Activities

Class or group

- An adult writes the word for the child in very large handwriting.
- With eyes open, the child traces the letters with a finger, naming letters or saying the word slowly at the same time.
- With eyes shut, the child writes the letters with a finger, again spelling the word aloud or saying it slowly.
- With eyes shut, the child skywrites the word with big movements, again sychronising movement and speech.

N.B.
The approach, left, may appeal most to kinaesthetic learners. It should be modelled by the teacher and tried out by everyone in the class or group for at least five days. Homework learning can also be done and checked in this way.

Class or group

- Look at the word letter by letter.
- Look at the word again, giving a number to each letter. Repeat the numbers aloud while looking at the letters.
- Shut your eyes and imagine the word printed, written or being written on a surface, e.g. a screen.
- Try to 'see' the word in your mind in a particular printed/written style, size and colour. Say the letters aloud if this helps to visualise the word.
- You know how many letters are in the word. Start to ask: What is the first letter? What is the second?, etc. and so on until you know the position of each letter. Open your eyes when you have done this.
- Have someone test you by asking you to give the position of some or all of the letters, naming them one at a time in a mixed-up order.

N.B.
This approach may appeal most to visual learners. It should be modelled by the teacher and tried out in the class or group for at least five days. Homework learning can also be done and checked in this way. Effective with hard to spell words.

Individual, pairs or group (instructions)

- Use the learning routine of your choice and apply to word 1.
- Do the same with word 2.
- Have anther look at words 1 and 2.
- Cover words 1 and 2, write them both, then check the spelling.
- Apply the learning routine to word 3.
- Do the same with word 4.
- Have another look at words 3 and 4.
- Cover words 3 and 4, write them both, then check the spelling.
- Look again at all four words.
- Cover all four words, write them all and check the spelling.

N.B.
This approach may be most effective with children who need a high degree of repetition in order to remember spellings. It should be modelled by the teacher and tried out by everyone in the class or group for at least five days.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (L.D.A). **ACE Spelling Activities**, David Moseley and Gwen Singleton (L.D.A). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	4
Term	1
Strand	W 5

Objectives

To spell two-syllable words containing double consonants, e.g. *bubble, kettle, common.*

N.B.
Most polysyllabic words containing a double letter are pronounced with a short vowel. But is the short vowel in polysyllabic words mostly followed by a double letter? Not necessarily - *model, modern, modest, module* is a group of words in which there is no doubling. Can the children find more?

Activities

Class

- Ask the children what they already know about doubling letters. From work at KS1 they should be able to tell you about 'short' words which end in 'll', 'ss', 'ck', 'ff'. They should also be able to describe what happens to some words when 'ing' and 'ed' are added.
- You can have an ongoing 'doubling letter investigation' for part of the term - you could tell the children they are going to make a 'bubble bank'. Start by writing all the words the children can think of with double letters, onto large sheets of paper, cut in the shape of a bubble, pinned to the wall - one bubble for each double letter: *bb, cc/ck, dd, ff, gg, ll, mm, nn, pp, rr, ss, tt, zz.* Include those that end in double letters. This will be reinforcement for some and be new to a few. The children can add to this over the next week or two.
- Ask the children if they can see any reason why the letter should be doubled in these words. If they do not notice the regularity of the letter immediately preceding the double letter, ask them to look at that letter in each word. Ask them to start with the 'bb' words and underline all the words where the letter 'a' precedes the 'bb'. Do the same with the 'cc/ck' words, etc. They should notice that in almost every case the 'a' is short as in 'cat'.
- Continue with 'e', 'i', 'o' and 'u' words. Ask the children to devise a rule about polysyllabic words. Continue over the next weeks to add to these lists checking to see whether the words conform to the rule the children have created.
- Compare the pronunciation of some of the double letter words with their single letter equivalent, e.g. *dinner/diner, hopping/hoping, tapping/taping; laddy/lady; supper/super; latter/later.*
- Investigate which letters double in the alphabet, and which do not.

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers). **Developing Literacy Skills - Spelling** (Harlequin).

Double letters

Some words with double letters - teacher reference only.

bb	rabbit	cabbage	dribble	rubbish
	ribbon	stubborn	bobbin	robber
cc/ck	soccer	chicken	sticky	lucky
	broccoli	accurate	tobacco	black
dd	daddy	middle	fiddle	ladder
	shudder	addition	sudden	address
ff	toffee	offer	coffin	fluffy
	effort	daffodil	difficult	afford
gg	wriggle	toggle	leggings	giggle
	faggots	luggage	toboggan	Maggie
ll	filling	silly	yellow	follow
	brilliant	Sally	lollipop	gorilla
mm	Jimmy	tummy	mummy	summer
	common	command	hammer	Tommy
nn	penny	dinner	sunny	nanny
	kennel	annual	tunnel	manners
pp	puppy	happy	opposite	apple
	happen	kipper	poppy	supper
rr	lorry	sorry	hurry	horror
	narrow	parrot	error	terror
ss	bossy	missing	messy	missile
	lesson	cassette	gossip	fussy
tt	butter	kitten	matter	rattle
	cottage	skittle	bottom	bottle
zz	sizzle	puzzle	drizzle	embezzle
	dazzle	muzzle	dizzy	fizzle

Words containing 'v'

Find 25 words with the letter 'v' in them - at the beginning, the middle and the end. Here are a few to get you started.

save
give
living
invent
love
shiver
vote
level
very
have
vain
van

Put the words in three groups:

Beginning	Middle	End
vote	save	

What have you discovered about where the letter 'v' comes in words? Write down two more things you notice about how the letter 'v' works in words:

1. ____

____

2. ____

____

NLS Activity Resource Sheet

Year	4
Term	1
Strand	W 6

Objectives

To distinguish between the spelling and meanings of common homophones, e.g. *to/two/too; they're/their/there; piece/peace.*

N.B.
There are two issues here - one is the correct spelling of homophones (tale/tail) and the other the most likely spelling pattern for the phoneme(s) in a word, e.g. 'ou', not 'ow' is the correct spelling when followed by 'nd'.

Activities

Homophones

Class

- The spelling of homophones is as much about understanding the meaning of the words as recalling the spelling of the word. Classic examples are *there/their* and *to/too/two*. Whole class work on the usage of such words is as important as drilling the spelling.
- **Meaning** - From Shared Reading: once the text has been read and discussed give a group of three or four children the words *their/there* on separate cards. They sit with their backs to the book. The children (or teacher) read the text again and stop at the end of a sentence containing the word *there/their*. The group has to decide which of their words is correct in the context. The children take it in turns to be in the group with the cards. Give them further practice by saying a few more sentences using *there/their* and the children can hold up the correct word.
- **Spelling** - To learn the spelling the children should examine each word carefully. They should notice that the two words look very similar; both have the word 'the' at the beginning. Mnemonics for helping to link a word to its meaning can be useful, e.g. 'which' is one of the 'wh' question words and 'witch has a broomstick in the middle'.

Group

- Children can build up their bank of homophones over a period of time. As each pair is introduced their spellings should be learned and they should incorporate them into their writing.
- Children can make up stories deliberately using the alternative spelling for a word and see if friends can read it.

Relevant published materials/resources

Words ending in ‘y’

Put the words on this page into the groups on the chart.

empty
annoy
dry
marry

annoys
dries
marries
empties

try
study
purify
play

purifies
plays
studies
tries

terrify
stay
hurry
cry

stays
hurries
cries
terrifies

empty	empties	try	tries	stay	stays

Can you find any other examples to add? Look at your chart.
Write a rule.

Adding 'ed'

Look at each pair of words, one with **ed** and one without **ed**.
What happens when you add 'ed' to **hope**? Is it the same with **try**?
What happens to **carry**?

hurry	hurried	study	studied	enjoy	enjoyed
cry	cried	carry	carried	destroy	destroyed
envy	envied	delay	delayed	dry	dried
play	played	try	tried	reply	replied

Put the words on this page into the groups on the chart.

play	played	carry	carried	try	tried

Add 'ed' to the words in this chart. Can you find some more examples to add?

annoy	marry	fry
stay	empty	purify

Adding 'ed'

Look at each pair of words.
What happens when you add 'ed' to **lock**? Is it the same with **rub**?
What happens to **carry**?

lock	locked	hop	hopped	save	saved
rub	rubbed	tame	tamed	grin	grinned
like	liked	laugh	laughed	look	looked
hope	hoped	jump	jumped	plan	planned

Write words that follow the patterns in the chart.

lock	locked	hope	hoped	hop	hopped
laugh		like		rub	

Now add 'ed' to these words. Complete the chart.

lock	locked	wipe		stop	
lift		rope		grin	
shout		name		tap	

Adding 'ing'

Look at each pair of words.
What happens when you add 'ing' to **shop**? Is it the same with **bite**?

shop	shopping	wait	waiting	put	putting
bite	biting	make	making	invent	inventing
win	winning	stride	striding	run	running
play	playing	find	finding	drive	driving
grow	growing	vote	voting	get	getting
hike	hiking	annoy	annoying	agree	agreeing
speak	speaking	see	seeing	sing	singing
sigh	sighing	choose	choosing	lick	licking

Put the words into three groups:

shop	shopping	bite	biting	play	playing

What happens to the words in each of these groups when 'ing' is added ? Why?

Find some more words and their 'ing' words. Turn over and write them.
Do they follow the same pattern?

NLS Activity Resource Sheet

Year	4
Term	1
Strand	W 7

Objectives

To spell regular verb endings 's', 'ed', 'ing' (link to grammar work on tenses).

Activities

Class

- The spellings of words ending in 'ed' and 'ing' can be made explicit in Modelled and Shared Writing lessons. Rather than conveying a rule to the class, however, this learning is best achieved through investigation. The children can either collect words ending in 'ed' or 'ing' and then categorise them and extract the rules from their categories.
- Alternatively, categorise the list of words on the Photocopiable Resource Sheet.

Group

- Model this as a class before asking the children to do it in groups.
- Write a running commentary in the present tense and ask the children to rewrite it as though they were telling someone about it. Here is an example:

> I walk down the empty street. A baby cries. Starving pigeons hop and fly up all round me. I try the front door. It opens. The sound of the baby gets louder. I creep upstairs and go into the bedroom. The baby lies on in its cot. No-one else is around to help so I carry the baby carefully downstairs. We hurry off to the edge of the town; the Red Cross nurse takes the baby from me. I am a hero!

- The relationship between the spellings of the present and past tenses of words ending in the letter 'y', e.g. *tries/tried; carries/carried* can be practised in the same way, e.g *She tries the shoe on.*
- Children can sort out the present tense verbs on the Photocopiable Resource Sheet into categories of first and third person. For practice they can transform sentences from the first to third person or vice-versa, e.g.

> I try to get away. I play with my sister. I carry three boxes up the stairs. I fly around. I empty the bucket.
> He hurries off. She cries out loud. She marries the prince. He envies his friend. He dries the dishes.

Relevant published materials/resources

Tense changes

Teacher information

Children can be given lists of words like those below to pair up and search for orthographic relationship.

go	bought	fell	ate	were	eat
am	come	stand	was	buy	said
could	did	can	fall	came	do
say	sit	are	stood	went	sat

begin	tell	began	made	knew	wake
held	strike	win	has	speak	hear
know	dug	make	struck	dig	hold
won	heard	woke	told	had	spoke

Words which share a pattern can be investigated. Do all the words which share the same spelling pattern in one tense, share the same spelling pattern in the other tense? What about **mind**?

lend	send	wear	crept	found	bend
bore	wept	swore	bear	swear	rung
sung	bound	grind	sing	ring	ground
find	keep	weep	sleep	bind	kept
bent	wore	slept	lent	creep	sent

NLS Activity Resource Sheet

Year	4
Term	1
Strand	W 8

Objectives

To spell irregular tense changes, e.g. *go/went, can/could.*

N.B.
Children may write words incorrectly because they do not know the past tense of a word rather than spelling the past tense incorrectly, e.g. 'goed' or 'wented' instead of 'went'. Most of these errors are developmental, but some may result from dialect, e.g. 'seen' instead of 'saw'. Work on past tenses of verbs consists of usage and spelling. On the whole, irregular spellings of tense changes are little problem to children once they have accepted these words into their vocabularies as most of them are phonemically regular, e.g *came, dug, did, had, told, found, knew, woke, begun, took, made, wrote, swum, flew, left, lent.* The spelling of some words in the past tense requires particular attention, e.g. *was, said, went, heard, brought, thought.*

Activities

Class

- Use a page or two from the Shared Reading text to highlight verbs in the past tense. Examine verbs which do and do not end in 'ed'. Say some phrases in 'baby talk' for the children to correct. In groups the children could correct sentences written in 'baby talk'.

Group

- Give two groups of children the same story written in present and past tense. The children should rewrite the verbs in the story in the other tense and then have their version checked by the other group. Leave a space between lines to give children room to write their alterations.

Mr. Smith went round to the corner shop. He bought some white bread and some cheese. He left the shop and said goodbye to Mrs. Pike. On his way back he saw a cat which was sitting on the edge of the pavement. He heard a roar. Suddenly the cat leaped into the air and landed gracefully on a flying carpet. It curled up and fell asleep as the carpet sped away.

Mr. Smith goes round to the corner shop. He buys some bread and some cheese. He leaves the shop and says goodbye to Mrs. Pike. On his way back he sees a cat which is sitting on the edge of the pavement. He hears a roar. Suddenly the cat leaps into the air and lands gracefully on a flying carpet. It curls up and falls asleep as the carpet speeds away.

Group

- Give children lists of words to pair up and search for an orthographic relationship.

See the Photocopiable Resource Sheet for examples.

- There is a developmental stage in which children have internalised that past tense verbs tend to be spelt 'ed' regardless of their phonemic construction, e.g. *started (id), farmed (d), locked (t).* They sometimes assume that words such as 'crept' and 'left' are spelt 'creped' and 'lefed'.

Relevant published materials/resources

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ■
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.*
Non-Fiction: *a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions;

Activity and Worksheets

- Y4 T1 S1 Check it out! Narrative
- Y4 T1 S1 Check it out! Report
- Y4 T1 S1 Check it out! Persuasive writing
- Y4 T1 S1 Check it out! Procedural writing

2. to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future):

Activity and Worksheets

- Y4 T1 S2 Checking for grammatical sense and accuracy
- Y4 T1 S2 Tenses
- Y4 T1 S2 Revise Verbs 1
- Y4 T1 S2 Revise Verbs 2
- Y4 T1 S2 Revise Verbs 3

- compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. *'when the circuit is...'*); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text;
- to understand the term 'tense' (i.e. that it refers to time) in relation to verbs and use it appropriately;
- understand that one test of whether a word is a verb is whether or not its tense can be changed;

Related Items

- Medium frequency words to be taught through Years 4 and 5
- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Additional Literacy Support (ALS) (includes video)

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 4 Term 1
- Year 4 Term 2
- Year 4 Term 3

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3. identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure;

Activity and Worksheets
Y4 T1 S3 Powerful Verbs

4. to identify adverbs and understand their functions in sentences through:

- identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences;
- noticing where they occur in sentences and how they are used to qualify the meanings of verbs;
- collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly; light: brilliantly, dimly;*
- investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house ...ly*
- using adverbs with greater discrimination in own writing;

Sentence construction and punctuation

5. to practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing.

Activity and Worksheets
Y4 T1 S5 Commas

Name:

Date:

Check it out! Persuasive writing

Persuasive writing	My comment	Teacher's comment
Does it say what the writing is about?		
Does the writer give reasons why certain actions should or should not be taken?		
How many reasons can you spot? Are these clear?		
Does it all make sense? Are there words which need to be changed?		
Do you feel persuaded?		
Other comment		

Name:
Date:

Check it out! Procedural writing

Procedural writing	My comment	Teacher's comment
Are the instructions or directions easy to follow?		
Has the writer used the bullet points, or numbers or letters accurately?		
Has the writer left anything out?		
Try testing this out, if possible. Check spelling and punctuation.		
Other comments.		

Name:
Date:

Check it out! Narrative

Narrative	My comment	Teacher's comment
Read the first paragraph. Does the beginning make sense? Is it clear?		
Does it have a good ending? Has anything been left out?		
Can you tell what is happening throughout the story? Why, or why not?		
Are there any words that need to be changed? If so, which?		
Is there any punctuation that needs to be changed? Is the spelling accurate?		
Other comments.		

Name:
Date:

Check it out! Report

Report	My comment	Teacher's comment
Does it tell you what it is about at the start of the writing?		
Can you find four or more facts in the report? Is the writing clear?		
Is it written in the past tense? If not, why not?		
Does it have a clear meaning?		
Are there words or punctuation that need to be changed? If so, which? Is the spelling accurate?		
Other comments.		

NLS Activity Resource Sheet

Year	4
Term	1
Strand	S 1

Objectives

To re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and suggest alternative constructions.

N.B.
This is exploring only a part of the drafting and editing process.

Activities

1. Teacher writes part of a story/a piece of information, writing at children's dictation, including any non-standard English.

2. Teacher encourages and acts on children's suggestions, continually inviting re-reading and reflection, e.g.
Is everyone happy with this sentence?
Is there a way of making it even better?
Does everything in this sentence make sense?
Are there any words we could make more interesting?

3. If teacher guidance needs to be more specific, try the following type of questions:
Let's try and think of other ways to say "and then". Here are some of our ideas. Which shall we choose?
Let's read the story again and see if we can find out who she is in this part.
This part seems to end rather quickly and it isn't clear what the brave knight did.

4. Use opportunities to replace non-standard forms after discussion and collect non-standard written forms to be used as a checklist, e.g. *They was; could of; us be, you'm,* depending on area of country.

- Prepare a piece of writing that lacks cohesion and agreement and work on it with children.
- Demonstrate simple ways of improving texts and ask pupils to use strategies when revising their own or others' work, e.g.

  You can add in words – *The dog ... the shaggy dog.*
  You can change words – *The dog went (ran) down the road.*
  You can name common nouns – *The dog (dachshund) ran down the road.*
  You can extend sentences – *The shaggy dog ran down the road because ...*
  You can trim and reorganise sentences or whole sections.

Group

- Work as a group on prepared texts that contain errors.
- In Group Writing, help children to focus on an aspect by indicating on the board what you are going to be looking for in their writing, e.g. alternatives to *and* or *then*. Discuss alternatives, including punctuation and shorter sentences as well as words.
- Develop the use of response partners. Use a response checklist (relevant to text type) with their own text. See the Photocopiable Resource Sheets.
- Ask children to design checklists for other genres, using examples of written genres to discuss differences in organisation, cohesion and grammar.

Relevant published materials/resources

Writing Frames, Maureen Lewis and David Wray (Reading, Language and Information Centre, University of Reading). **Write Ways**, Lesley Wing Jan (Oxford University Press).

NLS Activity Resource Sheet

Year	4
Term	1
Strand	S 2

Objectives

To understand the term 'tense' (i.e. that it refers to time) in relation to verbs and use it appropriately; understand that one test of whether a word is a verb is whether or not its tense can be changed.

Activities

Shared or Group activity

- Use the term tense during Shared Reading, checking which tense passages are written in. Encourage children to use the term.
- Reinforce the notion of tense through such activities as changing lists of verbs from one tense to another.
- Write weekend news on Monday. On Tuesday change this into the present tense, as if part of a story.
- List future hopes *'In the future I shall ...'*. Use this to set targets, e.g. *'to improve my writing I shall try to ...'*.
- In a prepared passage circle verbs in the past tense in red, present in green and future in blue.
- List and categorise words that change when used in the past tense and words that do not change, e.g.

fly - flew
run - ran
catch - caught
takes - took
am - was
slip - slipped
trip - tripped
chat - chatted
hop - hopped
love - loved
talk - talked
cook - cooked
smile - smiled

- Begin to consider/notice ways in which spellings change in relation to categories, e.g. doubling of the final consonant in *tip - tipped*.
- Apply the 'can the tense be changed?' test to decide if words in a list/sentence are verbs.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	1
Strand	S 2

Objectives

To revise work on verbs from Year1 term 3 and to investigate verb tenses.

Activities

Shared or Group Writing

- Write a memory poem to focus on past tense, e.g.

When I was young . . .
A while ago I . . .
I used to . . .
I remember when . . .

- Write list poems for the present (I like . . ., I hate . . .) and the future (when I am older I will . . .)
- List verbs under headings of past, present, future.
- Identify in reading books, examples of past, present, future. Collect and list. Discuss effects on word order.
- Change a passage from present to past and vice versa.
- Collect verbs into three boxes denoting what you used to do, do now and would like to do, e.g.

Past: cried, gurgled, bubbled, toddled
Present: writes, reads, runs, plays
Future: will work, will travel, will go shopping.

- Use cloze procedure to reinforce the notion of consistency in tenses.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	1
Strand	S 2

Objectives

To revise work on verbs from Year 3 term 1 and to investigate verb tenses (past, present, future).

Activities

Shared or Group activity

- In pairs play a game where one child speaks in the present tense and their partner has to turn the statement into the past or future, e.g.

> "I eat a big banana."
> "I ate a big banana."
> "I will eat a big banana."

- Transform a section from a reading book or a prepared passage into a different tense. Pairs of children could check each other's writing for consistent use of the same tense.
- Use cloze procedure to practise consistency in tenses.
- Write short extracts of narrative in past or present tense, based on models from reading.
- Compare text types and consider the technical use of tense, e.g. recounts in the past tense.
- Discuss how tense relates to the purpose of the text.
- Use the word 'tense' in context to encourage children to use it.
- Discuss how one test of a 'verb' is whether or not its tense can be changed.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	1
Strand	S 2

Objectives

To revise work on verbs from Year 1 term 3.

Activities

Shared or Group activity

- Read through a passage circling the verbs.
- Let children alter the verbs. This can lead to amusing results if the 'wrong' verb is used. Who can find verbs which almost mean the same as the original?
- Replace verbs with invented verbs, for instance, based on the names of animals, e.g.

> We lioned out loud.
> The teacher snaked and owled at us.
> We kangarooed away . . .

- Create a verb alphabet, e.g. *ask*, *buy*, etc.
- Read, identify and collect verbs under different headings such as, favourite verbs, frightening verbs, verbs that sound funny, etc.
- Mask out verbs in a shared text and discuss as a class what each might be.
- List synonymous verbs for common verbs such as *take, see, steal, make, run, eat.*
- When writing and revising challenge children to select verbs carefully so that they use powerful and expressive verbs to enliven sentences.
- By circling verbs in one colour, investigate and discover where they usually lie in a sentence – compare narrative and instructions, etc.
- Use cloze procedure, omitting verbs.
- Continue to identify in reading the effective use of verbs. List and investigate their use in writing.
- Pro-actively mark by underlining the weak use of verbs, so that children are given the opportunity to revise and improve.
- Work on sentences or passages of writing where verbs have been purposefully written lacking in power. Ask children to circle, highlight or underline weak or inappropriate use of verbs before altering.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	1
Strand	S 3

Objectives

To identify the use of powerful verbs.

Activities

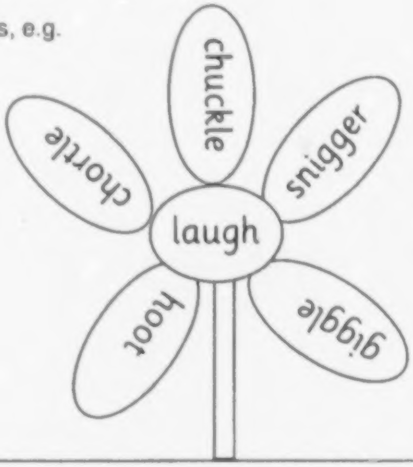
Shared or Group Reading/Writing

- List together, in pairs or individually, as quickly as possible, as many alternative verbs as you can think of to fit into different sentences, e.g.

Sally turned round and said/spoke/cried/yelled ...
The donkey escaped and ran/staggered/hopped ...
John saw the orange and took/grabbed/snatched
She turned and looked/stared/gazed ...
The candle flame leaned/blew/danced/shimmered ...
The wind blew/blasted/whipped/whistled ... etc.

- When children are writing encourage them to select verbs carefully. Use a dotted line when marking pro-actively to ask children to reconsider their choice of verb, making it more powerful and expressive or precise.
- List families of synonymous verbs. Search in the thesaurus to discover which verbs have many alternatives.

Design verb 'plants' which contain flowers showing alternatives, e.g.



Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	1
Strand	S 5

Objectives

To practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing.

Activities

Shared and Group activity

- Identify over time, and let the children discover and note instances, of how commas are used. Let the children begin to generate their own explanations. Refine these through investigating, in reading, how commas are used, and experimenting in writing.
- Consider commas in a list. Find and share instances. Fill in missing commas from a prepared passage. Write 'five things you might find in a wizard's cave, a mermaid's purse ... ', e.g.

> In a mermaid's purse you might find a drowned sailor's ring, a starfish, a song sheet, a golden comb and a mirror of truth.

- Investigate commas used in dialogue, e.g. *"I will not wait for long," muttered Janet.*
- Consider commas used for a 'pause', e.g. *John, who was not very kind, stared at the dog.*
- Notice instances of using commas and add to a wall chart, categorise and cite instances.
- When marking work, indicate if commas are omitted, suggesting how many and in which sentences.
- Practise proof reading on prepared passages concentrating on commas.
- When proof reading, ask the children to read work aloud, listening for a pause, as well as using wall charts that define or explain when commas should be used.
- Practise proof reading on prepared passages that have all the commas omitted.
- Have fun working as a group on a punctuated poem. To do this, children need copies of a poem on which they identify punctuation marks, including commas. Each mark is given a sound, e.g. a hand clap for an exclamation mark or a hiss for a comma. Ask a group to practise and perform this. Which group chose the most appropriate sounds for different marks? Did the sounds add to the meaning and rhythm of the poem?

Relevant published materials/resources

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ■
Comprehension and composition

Range

Fiction and poetry: *historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.*

Non-Fiction: *a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry

Reading comprehension

1. to investigate how settings and characters are built up from small details, and how the reader responds to them;

Activity and Worksheets

- Y4 T1 T1 Character and setting
- Y4 T1 T1 The Main Characters

2. to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions;

Activity and Worksheets

- Y4 T1 T2 Characters
- Y4 T1 T2 Aunty's advice page

3. to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail;
4. to explore narrative order: identify and map out the main stages of the story: introductions -> build-ups -> climaxes or conflicts -> resolutions;

Activity and Worksheets

- Y4 T1 T4 Narrative order

5. to prepare, read and perform playscripts; compare organisation of scripts with stories - how are settings indicated, story lines made clear?

Activity and Worksheets

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 4 Term 1
- Year 4 Term 2
- Year 4 Term 3

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Y4 T1 T5 Playscripts

6. to chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded;
7. compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences;

Activity and Worksheets

Y4 T1 T7 Comparing poems

8. to find out more about popular authors, poets, etc. and use this information to move onto more books by favourite writers;

Writing composition

9. to use different ways of planning stories, e.g. using brainstorming, notes, diagrams;

Activity and Worksheets

Y4 T1 T9 Planning Stories

10. to plan a story identifying the stages of its telling;
11. write character sketches, focusing on small details to evoke sympathy or dislike;
12. to write independently, linking own experience to situations in historical stories, e.g. *How would I have responded? What would I do next?*;

Activity and Worksheets

Y4 T1 T12 Independent writing

Y4 T1 T12 What might happen?

13. to write playscripts, e.g. using known stories as basis;
14. to write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs;

Activity and Worksheets

Y4 T1 T14 Writing Poetry 1

15. to use paragraphs in story writing to organise and sequence the narrative;

Non-Fiction
Reading comprehension

16. to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;

Activity and Worksheets

Y4 T1 T16,18 Comparing text

17. to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in

gaining information efficiently;

18. to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;
19. to understand and use the terms fact and opinion; and to begin to distinguish the two in reading and other media;

Activity and Worksheets
Y4 T1 T19 Fact and opinion
Y4 T1 T19 Is it a fact or an opinion?
Y4 T1 T19 Comparing events

20. to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;
21. predict newspaper stories from the evidence of headlines, making notes and then checking against the original;

Activity and Worksheets
Y4 T1 T21 Headline news

22. to identify features of instructional texts including:

- noting the intended outcome at the beginning;
- listing materials or ingredients;
- clearly set out sequential stages;
- language of commands, e.g. imperative verbs;

23. to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension;

Writing composition

24. to write newspaper style reports, e.g. about school events or an incident from a story, including:

- composing headlines;
- using IT to draft and lay out reports;
- editing stories to fit a particular space;
- organising writing into paragraphs;

Activity and Worksheets
Y4 T1 T24 Newspaper style reports

25. to write clear instructions using conventions learned from reading;
26. to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering;
27. to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by:

- generalising some of the details;
- deleting the least important details.

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T1

Objectives

To investigate how settings and characters are built up from small details, and how the reader responds to them.

Activities

Class

- Introduce a novel with a historical context in Shared Reading.
- Explore an extract from the middle of the story with the children, looking for clues that tell the reader the story is set in the past.
- Identify the main character and other supporting characters.
- Examine the setting and the historical content.

Group

- The children repeat the above activity on their own, using the Photocopiable Resource Sheet, *The main character*, after initial Guided Reading using a different novel.
- What can you find out about the setting? Make notes from the story. Carry out simple research into the historical period to compare with the story details.

Relevant published materials/resources

Journey to Jo'burg, Beverley Naidoo (Armada). **No Turning Back,** Beverley Naidoo (Puffin).
The Bear that Nobody Wanted, Allan Ahlberg (Puffin). **Mouldy's Orphan,** Gillian Avery (Puffin).
Stig of the Dump, Clive King (Puffin).
The Wreck of Zanzibar, Michael Morpurgo (Mammoth).

Name:
Date:

The main character

Title:
Author:

Who is the main character?

Who are the other important characters?

What do you think the main character is going to do?

How do you think the character will treat others in the story?

How do you think the character will cope with the situations that may happen in the story? What makes you think so?

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 2

Objectives

To identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict action.

Activities

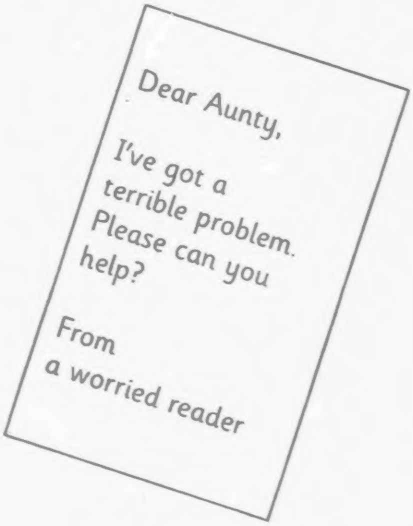
N.B.
These activities would be most appropriate at key points in the reading of a class novel.

Class

- Set up and guide discussion of what is known about a character in the story, including definite factual information, what can be deduced from clues, and what can be inferred, e.g. from what a character does or says. Prompt the children to justify their ideas by reference to the text.

Group

- Ask each child to write a few sentences stating their opinion and evaluation of a character's behaviour and personality traits.
- Write a letter from one character in the story to another, e.g. giving or asking for advice, saying what they think about how they behaved.
- Write a letter to a character as an Agony Aunt, commenting on his or her behaviour and offering advice. Provide a simple model for children to follow, using the Photocopiable Resource Sheet.
- Write a biographical account of a character's life history so far, ending with predictions about what the future might hold for them.
- Prepare cards stating a number of situations, e.g. joining their school, breaking a neighbour's window. Discuss or write an account of how a character would behave in one of these situations, supporting this view by referring to past behaviour and general character traits.
- Write a diary entry from the character's point of view.



Dear Aunty,

I've got a terrible problem. Please can you help?

From
a worried reader

Plenary

- Present the Agony Aunt letters.

Relevant published materials/resources

Stig of the Dump, Clive King (Puffin). **Keeping Henry,** Nina Bawden (Puffin).
The Watchers, Helen Cresswell (Puffin). **The Patchwork Quilt,** Valerie Flournoy (Puffin).
The Children of Green Knowe, Lucy Boston (Puffin).
The Wreck of the Zanzibar, Michael Morpurgo (Mammoth).
There's a Viking in my Bed, Jeremy Strong (Puffin).

Name:
Date:

Aunty's advice page

Name of character ______________________

From ______________ by ______________

What did you do to get into this position?

When you did that I thought:

Here are several ways you could now proceed:

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 4

Objectives

To explore narrative order: identify and map out the main stages of the story: introductions – build-ups – climaxes or conflicts – resolutions.

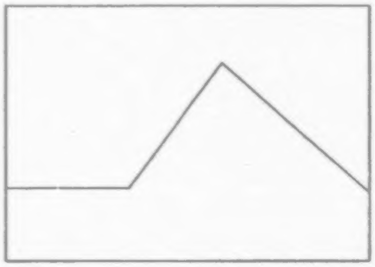
Activities

Class

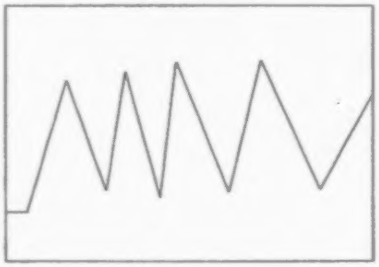
- Take known stories and draw plot graphs to demonstrate build-ups, cliffhangers and resolutions.
- Introduce simple ways to record plots of stories and compare. For instance, use a railway track and write events in between the sleepers. Use different colours to signify key moments of tension. See the generic Photocopiable Resource Sheets, pp 135–139.
- Identify in stories where short sentences are used to create tension. Collect and list examples.
- Label plot lines with key phrases or sentences that indicate dilemmas, cliffhangers, climaxes, e.g. *The dog barked. They were cornered.*
- Compare short, simple texts against more complex novels to demonstrate the 'ups and downs' of the plot and sub-plot in a complex novel. A time line would suit a longer novel. Use a colour – red for instance – to indicate tense parts.

Group

- Complete alternative generic Photocopiable Resource Sheets to explore narrative order.
- Draw own graphs.
- Find key sentences which build up tension. Ask the children to devise their own ways of representing a story, e.g. time line.



A simple tale



A complex tale

Plenary

- Share the ideas and start a wall display.

Relevant published materials/resources

Stig of the Dump, Clive King (Puffin). **James and the Giant Peach,** Roald Dahl (Puffin). **Find the White Horse** and **The Sheep Pig,** Dick King-Smith (Puffin). **The Saga of Eric the Viking,** Terry Jones (Puffin). **The Ghost of Thomas Kempe,** Penelope Lively (Mammoth). **Heidi,** Johanna Spyri (Puffin). **Akimbo and the Elephants,** Alexander McCall Smith (Mammoth). **The Ship of Bones** and **The Glass Cupboard,** from **Fairy Tales,** Terry Jones (Puffin). **Jupiter Boots,** Jenny Nimmo (Banana Books, Heinemann). Examples of story structure work in appendix, NLS Module 5, Teacher's Notes.

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 5

Objectives

To prepare, read and perform playscripts; compare organisation of scripts with stories: how are settings indicated, story lines made clear?

N.B.
This provides work for several linked sessions.

Activities

Class

- In Shared Reading look at a playscript and pick out the specific features, e.g. headings - acts and scenes, instructions (to actors and others, e.g. lighting, props) in brackets and italics, telegrammatic language, 'exit', imperative verbs, action portrayed in present tense.
- Write a list of rules on how to write playscripts.
- In Shared Reading read a piece of narrative through together. Using two different colours underline action and dialogue. Lightly cross out everything else.
- Read this through and make sure the dialogue hangs together. Be careful here, because sometimes the dialogue refers to something in the narrative and you may have to invent dialogue to take account of this.
- In Shared Writing, using the rules that the class established, model how to convert the dialogue to a playscript. Draw attention to telegrammatic language and tense.

Group

- The children repeat the activities described above independently, to turn an episode from a known story into a playscript.

Plenary

- The children present their playscripts, reading them aloud, or as more developed performances.

The scene is set in a haunted castle. Enter **Jean** and **Julian**.

Julian Be careful. I don't like the look of this.
Jean Stay close. I'll protect you.
Julian Watch out!

(Scream heard off).

Relevant published materials/resources

Fair's Fair, Leon Garfield (Simon and Schuster). **A Strong and Willing Girl,** Dorothy Edwards (Mammoth). **Jason Bodger and the Priory Ghost,** Gene Kempe (Puffin). **The Toby Man,** Dick King-Smith (Puffin). **The Saga of Eric the Viking,** Terry Jones (Puffin). **Catweazle,** Richard Carpenter (Puffin). **The Ghost of Thomas Kempe,** Penelope Lively (Puffin). **It's too Frightening for Me!** – story and playscript, Shirley Hughes (Puffin). Playscripts from reading schemes, e.g. **Story Chest, All Aboard, Longman Book Project.**

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 7

Objectives

Compare and contrast poems on similar themes, particularly their form and language, discussing personal response and preferences.

Activities

Shared or group reading

- Select two poems to compare. Children to decide which they prefer and list why. Select words or phrases they like – suggest impact. Discuss response through:

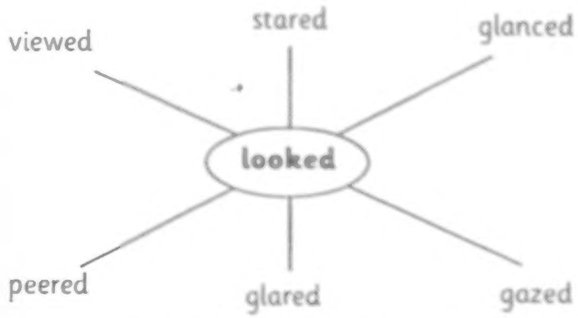
- jotting notes;
- collecting thoughts, feelings, memories;
- creating statements – 'five things we believe about this poem';
'This poem is good for the following reasons ...';
- discussing and listing 'likes, dislikes, puzzles and patterns';
- circling and discussing parts of poem you are not sure about;
- listing questions to ask the poet;
- sharing interpretations;
- reporting back to whole class with a reading and list of comments.

Shared writing

- List sentences, consider and list possible alternatives for verbs, e.g.

The soldier **went** down the road.
The queen **looked** at the palace.

- Put stronger alternatives for 'went or 'looked', etc. Present this as a web, e.g.



Relevant published materials/resources

Themed anthologies published by OUP, Macmillan, Red Fox, Kingfisher, Puffin, etc.

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 9

Objectives

To use different ways of planning stories, e.g. using brainstorming, notes, diagrams.

N.B.
Plot techniques were introduced in **Y3**. Link this work to **T4**.

Activities

Class

- Demonstrate techniques to the whole class before groups, pairs or individuals attempt their own. Use work done for T4 to look at different formats.
- Use key questions for brainstorming session:

Who – are main characters, good/bad?
Where – is the story set/going to begin?
When – is the story set – past/present/future,
as well as time of year and day?
What – incident will start story going?
Why – has this happened?

Carefully, David inched open the door. Oh, no!

Will he meet the dreaded monster?

Will he ever escape?

Read on and find out!

Group

- Fold sheets of A3 to create boxes for a cartoon version of story.
- Draw a simple story of sketches plus labels showing the main events of story.
- Draw a story map, ladder, skeleton, road, railtrack, timeline or story board which has main events written in.
- Use these devices to plan stories in groups, pairs or individually.
- Encourage the use of 'cliffhangers' so that the main character gets into 'trouble' and has to be rescued.
- Encourage the children to build up the story to cliffhangers whilst leading the whole story towards a resolution.

Plenary

- Present story plans.

Relevant published materials/resources

Stig of the Dump, Clive King (Puffin). **The Haunting,** Margaret Mahy (Puffin). **War Boy,** Michael Foreman (Puffin). **Dragon Boy,** Dick King-Smith (Puffin). Also see **Y4 T1 T4.**

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 12

Objectives

To write independently, linking own experience to situations in historical stories, e.g. *How would I have responded? What would I do next?*

N.B.
Base the session on a historical story which children are reading or listening to outside the literacy hour.

Activities

Class

- Re-read or re-tell an episode involving a decision, turning-point or dilemma.
Discuss how the characters respond and act, their reasons for doing so, any alternative courses of action and what the consequences might be.
- Ask the children to put themselves in the characters' shoes, and to consider what *they* would have done in that situation, and to explain why. Prompt them to think about possible consequences. Have they ever been in a situation like that?
- Exploit opportunities for highlighting and discussing similarities and differences between the children's experiences and those of the characters in the story.
- Hot-seating – the teacher or a child in role is questioned by the rest of the class about motives, feelings, etc.

Group

- Write a letter to a character in the story describing and explaining, e.g. *What I would do if I were you.*
- Write an anecdotal account of a similar situation they have experienced themselves.
- Use a flow diagram or other plotting technique, as shown on the Photocopiable Resource Sheet, to consider alternative courses of action and where they might lead. Choose one to write up as a synopsis or complete story.
- Hold an advice surgery, with suggestions for characters. Act this out in pairs.

Plenary

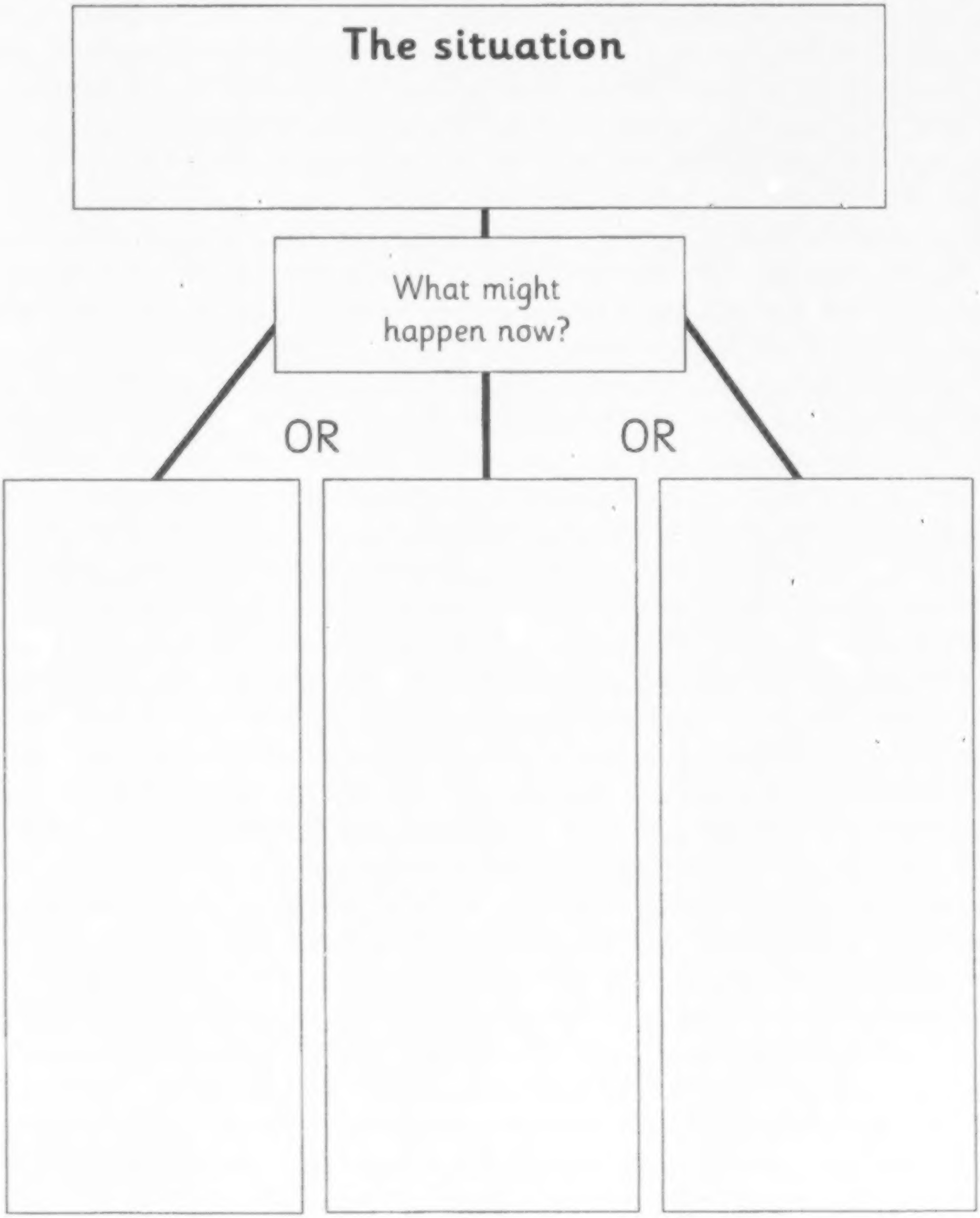
- Share plans and stories, discussing the plausibility and consistency of various outcomes.

Relevant published materials/resources

A Strong and Willing Girl, Dorothy Edwards (Mammoth). **Lady Daisy**, Dick King-Smith (Puffin). **Fanny and the Monsters,** Penelope Lively (Mammoth).

Name:
Date:

What might happen?


The situation
What might happen now?
OR
OR

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 14

Objectives

To write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs.

Activities

Shared or group writing

- Select a common, shared experience such as 'lying awake at night and looking at shadows' or 'a thunderstorm'. Read examples of poems about subject.
- As a class, in groups, in pairs or individually, list words and phrases to describe the experience. List recalled details and flesh these out, e.g.

The shadows. – The swift shadows. – The swift shadows shudder.

- Show children how to jot details down the centre of a page and build words around them, e.g.

thunder	can be fleshed out to become:	distant thunder grumbles
moon		a silver moon grins high above
rain		rain stampedes across town

- Help children revise by trimming or extending. Encourage careful choice of verbs to create impact.
- Extract useful repetitive phrases or structures from reading to help children write, e.g.

'I used to be ... but now...'

'I used to be a silence
but now my heart is a song.

I used to be thunder
but now I am a grumble
in the belly of the night.'

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 16,18

Objectives

To identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose; to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information.

N.B.
You will need to have collected a series of newspaper reports, magazine articles on a topic, e.g. a favourite singer or football team, biographical articles, reviews, reports, gossip.
Start a display and encourage the children to read, comment and add to it.

Activities

Class

- Select three different texts from the display. Enlarge copies on OHT or provide multiple copies. Read and discuss each text with the class.
- Use an enlarged copy of the Photocopiable Resource Sheet to identify the purpose, audience, form and important points. Model how to fill in the chart.

Type of text	Purpose	Audience	Most important points
News report from the 'Sun'.	To give information. To entertain or interest the reader.	Grown-ups. Fans.	New album out. Party to celebrate. Lots of famous people there.
Record review in 'Top Hits' magazine.	To give opinion.	Record buyers. Fans.	Six good tracks. Some remix of old material. Thinks will sell well.

Group

- The children use the sheet to look at other items from the display.

Plenary

- Compare the children's charts on the same article. Do they agree or disagree on the purpose, key points?

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 19

Objectives

To understand and use the terms *fact* and *opinion*; and to begin to distinguish the two in reading and other media.

Activities

Class

- Read a selected article from a newspaper with the class, using an enlarged version on OHT or multiple copies.
- Discuss which statements are verifiable facts and underline these in blue.
- Discuss which statements are opinions, feelings, or responses, and underline these in red.
- Draw attention to cues for opinions, e.g. *I think that*, judgement words, e.g. *good, bad, shocking*. Look for words that suggest tentativeness or lack of certainty, e.g. *might, probably*, and for debatable facts.
- Use the Photocopiable Resource Sheet A to model filling in a chart, recording the categories of sentences underlined.
- Discuss what to do about any sentences not underlined.

Group

- Provide a set of pictures from current topic books, newspapers, etc. Ask the children to respond by writing three opinions and three facts. Provide a writing prompt such as: 'From this picture I know that ..., From this picture I think that ...'. This activity works well with history and geography pictures.
- Alternatively, the children could write facts on one colour, sticky removable notes and opinions on another colour, and surround the picture with these. The notes can then be written up as a prose piece.
- Give the children an account of the same event from different newspapers. Ask them to underline the key facts. Draw up a fact chart. See the Photocopiable Resource Sheet B. Do the facts agree?

Plenary

- Compare the facts and opinions produced by different children using the same picture, and the key facts from different newspapers reporting the same event.

Relevant published materials/resources

Name:

Date:

Is it a fact or an opinion?

Choose and read an article from a newspaper.

Select four statements. Decide whether each statement is a fact or an opinion. Give reasons for your answers.

Facts	Opinion	Not yet proved – evidence unclear

Name:
Date:

Comparing events

Look at the reports of the same events from two different newspapers.
Underline the key facts and fill in the chart. Do the facts agree?

Event	Newspaper 1	Newspaper 2
Time		
Date		
Place		
Who was involved?		

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 21

Objectives

Predict newspaper stories from the evidence of headlines, making notes and then checking against the original.

N.B.
You will need to have collected a variety of newspaper headlines, e.g. some clear, some ambiguous, some jokey, different sizes, different fonts. Use these to make a montage.

Activities

Class

- Using the collection, ask the children to select one. Read it aloud. What do they think it means? Discuss what type of story it is. Explore the choice of words.

Group

- Prepare two sets, one of headlines and the other of articles. Ask the children to match the headlines to the right articles.
- Give the group a selection of articles with the headlines removed. The children add as many different headlines as they can think of. Then they compare their ideas with the original.
- Give the group a selection of headlines only and ask them to write the report to go with it.
- Compare the children's articles with the original.

Relevant published materials/resources

Rescues, Magic Bean In-Fact (Heinemann).

389

NLS Activity Resource Sheet

Year	4
Term	1
Strand	T 24

Objectives

To write newspaper-style reports, including editing stories to fit a particular space.

Activities

Class

- Select an article and enlarge it on OHT or provide multiple copies.
- Model deleting to shorten the text and continue until only a skeleton outline remains. Discuss the deletions made, e.g. *Why was that section deleted? What was repeated?* Discuss when brevity is important, e.g. *notes, telegrams, faxes, headlines, prompt cards for speech*, and have examples where possible.

Group

- Explain to the children that authors often have to write to a set word limit. Give out some articles and ask the children to shorten them to a given number of words.
- Using the same article, say that it must be shortened again to note form, i.e. as brief as possible.
- Take examples of the children's own writing and ask them to edit down to a set word limit.

Plenary

- Discuss reasons for their editing decisions.

Relevant published materials/resources

YEAR TERM

4 2

Range

Fiction and poetry: *stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.*

Non-Fiction: *(i) information books on same or similar themes; (ii) explanation.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

1 to read and spell words through:

- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for spelling;
- correct reading and spelling of high frequency words from KS1 and Y3;
- identifying syllabic patterns in multi-syllabic words;
- using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
- recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

3 to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

5 to investigate what happens to words ending in *'f'* when suffixes are added;

6 to spell words with the common endings: *-ight*, etc.;

7 to recognise and spell the prefixes: *al-*, etc;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry:

- constructing adjectival phrases;
- examining comparative and superlative adjectives;
- comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*);
- relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est*);
- relating them to adverbs which indicate degrees of intensity (e.g. *very, quite, more, most*) and through investigating words which can be intensified in these ways and words which cannot;

Sentence construction and punctuation

2 to use the apostrophe accurately to mark possession through:

- identifying possessive apostrophes in reading and to whom or what they refer;
- understanding basic rules for apostrophising singular nouns, e.g. *the man's hat*; for plural nouns ending in *'s'*, e.g. *the doctors' surgery* and for irregular plural nouns, e.g. *men's room, children's playground;*
- distinguishing between uses of the apostrophe for contraction and possession;
- beginning to use the apostrophe appropriately in their own writing;

3 to understand the significance of word order, e.g.: some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail;

2 to understand how settings influence events and incidents in stories and how they affect characters' behaviour;

3 to compare and contrast settings across a range of stories; to evaluate, form and justify preferences;

4 to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions;

5 to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile;

6 to identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words;

7 to identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively;

8 to review a range of stories, identifying, e.g. authors, themes or treatments;

9 to recognise how certain types of texts are targeted at particular readers; to identify intended audience, e.g. junior horror stories;

Writing composition

10 to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively;

11 to write poetry based on the structure and/or style of poems

8 to read and spell accurately the words in Appendix List 2;

Vocabulary extension

9 to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then;*

10 to explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g. *prince/princess, fox/vixen, king/queen;*

11 to understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. *wireless, frock;*

12 to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes;

13 a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy;*

Handwriting

14 to use joined handwriting for all writing except where other special forms are required;

15 to build up speed, e.g. particularly for notes, drafts, lists;

16 to know when to use:

- a clear neat hand for finished, presented work;
- informal writing for every day informal work, rough drafting, etc.

17 to ensure consistency in size and proportions of letters and spacing between letters and words.

4 to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective.

read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes;

12 to collaborate with others to write stories in chapters, using plans with particular audiences in mind;

13 to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes;

14 notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices;

Non-Fiction

Reading comprehension

15 to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list;

16 to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search;

17 to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text;

18 to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these;

19 to identify how and why paragraphs are used to organise and sequence information;

20 to identify from the examples the key features of explanatory texts:

- purpose: to explain a process or to answer a question;
- structure: introduction, followed by sequential explanation, organised into paragraphs;
- language features: usually present tense; use of connectives of time and cause and effect; use of passive voice;
- presentation: use of diagrams, other illustrations.

Writing composition

21 to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;

22 to fill out brief notes into connected prose;

23 to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram;

24 to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering;

25 to write explanations of a process, using conventions identified through reading.

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The National Literacy Strategy

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● NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ■
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.*
Non-Fiction: *(i) information books on same or similar themes; (ii) explanation.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Revision and consolidation from Year 3

1. to read and spell words through:

- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for spelling;
- correct reading and spelling of high frequency words from KS1 and Y3;
- identifying syllabic patterns in mulit-syllabic words;
- using phonic/ spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
- recalling the high frequency words learnt in KS1 and Y3;

Activity and Worksheets

- Y4 T2 W1 Blending and segmenting phonemes
- Y4 T2 W2 Spelling logs
- Y4 T2 W3 Independent spelling strategies 1
- Y4 T2 W3 Independent spelling strategies 2

Spelling strategies

2. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
3. to use independent spelling strategies, including:

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

4. to practise new spellings regularly by 'look, say, cover, write,

Related Items

- Medium frequency words to be taught through Years 4 and 5
- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Additional Literacy Support (ALS) (includes video)

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 4 Term 1
- Year 4 Term 2
- Year 4 Term 3

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check' strategy;

Activity and Worksheets
Y2 T2 W4 Look, say, cover, write, check

Spelling conventions and rules

5. to investigate what happens to words ending in 'f' when suffixes are added;
6. to spell words with the common endings: *-ight*, etc.;

Activity and Worksheets
Y4 T2 W6 Common endings '-ight'

7. to recognise and spell the prefixes: *al-*, etc;
8. to read and spell accurately the words in the medium frequency word list;

Vocabulary extension

9. to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then*;
10. to explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g. *prince/princess, fox/vixen, king/queen*;
11. to understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. *wireless, frock*;
12. to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes;
13. a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy*;

Handwriting

14. to use joined handwriting for all writing except where other special forms are required;
15. to build up speed, e.g. particularly for notes, drafts, lists;
16. to know when to use:

- a clear neat hand for finished, presented work;
- informal writing for every day informal work, rough drafting, etc;

17. to ensure consistency in size and proportions of letters and spacing between letters and words.

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NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 1

Objectives

To read and spell words through: identifying phonemes in speech and writing; blending phonemes for reading; segmenting words into phonemes for spelling; correct reading and spelling of high frequency words... ; identifying syllabic patterns... ; using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge.

N.B.
Less-skilled readers at the beginning of KS2 may fall into one of two categories: those who plod through a text sounding out every word and those who make wild guesses at a word regardless of the letters in the word. Children should have enough knowledge of words and letter patterns to be able to build unfamiliar words; the process can often be accelerated by using contextual cues. Both processes complement one another and should be encouraged to do so. This can best be achieved during guided reading with a group, but it is also appropriate to model it during shared reading.

Activities

Class, Group or individual

- There are a number of ways of tackling an unfamiliar word. If children cannot yet blend consonants to vowels, they should, at least, be able to recognise the initial letter or cluster of a word and hazard a guess at the word from the context/picture.
- Children should be encouraged to look at a word and see which 'bit of it' they do know. They might, for instance, read 'pain' in 'paint', or they may see a part of a word which they recognise in another word and then be able to read the new word by analogy, e.g. *load/loaf; load/road*. In Shared Reading, children may be encouraged to use a marker to underline the familiar portion of a word to make this strategy explicit to other children.
- Where time has been spent on working out a new word, children should be encouraged to re-read the sentence before continuing so that the sense of the text is maintained.
- The running record/miscue analysis is the obvious monitoring device for using strategies in reading. However, it is possible in Individual and Guided Reading to check frequently when a child reads that he/she is using an appropriate mix of strategies. Sometimes, after children have worked out a word, the teacher can ask them how they did it. This reinforces the use of a successful strategy for the future. Guided Reading is the opportunity for reinforcing the use of a range of strategies with a group.

Relevant published materials/resources

Name:
Date:

My spelling log

Words I spell correctly	Words which I need to practise	
	Word	How I remember it

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 3

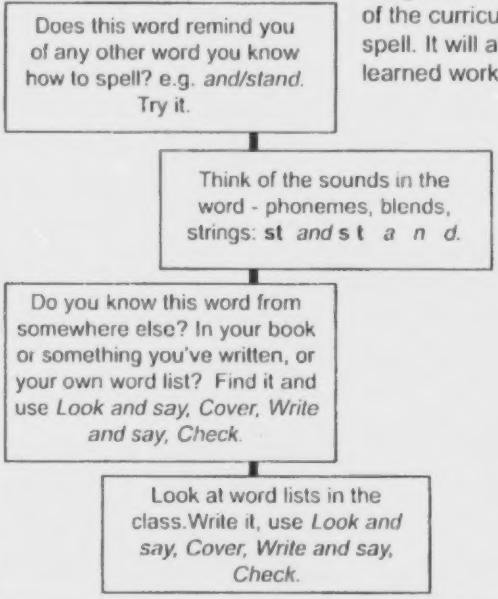
Objectives

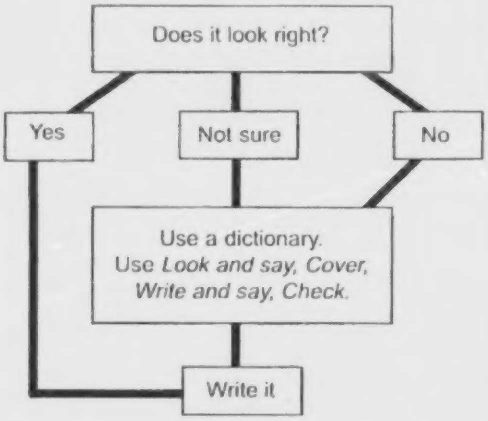
To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features ... ; building from other words with similar patterns and meanings ... ; spelling by analogy with other known words ... ; using word banks, dictionaries, etc.; to practise new spelling regularly.

Activities

Class

- Model the use of spelling strategies using a short piece of writing which does not require much compositional effort, e.g. an account of an incident or the beginning of a story that everyone knows. Children write a sentence each of the account on the white board. As a child 'gets stuck' on a word he/she wants to write, encourage him/her to use one or two of the strategies above. Applaud logical attempts. Ask the other children to suggest possible strategies. Stress that getting an immediate approximation to a word is a better strategy at this stage in the writing than hunting about in dictionaries. When about five children have written their contributions, ask the class whether all the words are spelled correctly. Discuss the vagaries of the spelling system in relation to the mis-spelt words. Select three or four of the words which were mis-spelt or which were correct after much effort, and decide with the class how best to remember them for the future. Practise them.
- On another occasion, focus on a strategy such as building words from known words. This will give an opportunity to bring in words from other areas of the curriculum which you want the children to learn to spell. It will also be an opportunity to revise previously learned work on vowel digraphs.


Does this word remind you of any other word you know how to spell? e.g. *and/stand.* Try it.
Think of the sounds in the word - phonemes, blends, strings: **st** *and* **s t** *a n d.*
Do you know this word from somewhere else? In your book or something you've written, or your own word list? Find it and use *Look and say, Cover, Write and say, Check.*
Look at word lists in the class.Write it, use *Look and say, Cover, Write and say, Check.*


Does it look right?
Yes
Not sure
No
Use a dictionary. Use *Look and say, Cover, Write and say, Check.*
Write it

Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann). **ACE Spelling Activities**, David Moseley and Gwyn Singleton (L.D.A.). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 3

Objectives

To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features ... ; building from other words with similar patterns and meanings ... ; spelling by analogy with other known words ... ; using word banks, dictionaries, etc.; to practise new spelling regularly.

Activities

Class

Word study

- Through investigations children can re-create rules to help them to spell a range of words and they will also learn more prefixes, suffixes and roots as their vocabulary increases. However, there will always be word spellings which they find difficult to remember. Children should be encouraged to identify their difficulties but also to discuss and share methods they prefer for recalling words.
- Mnemonics for helping to recall words can be based on a phonemic representation, a visual image and/or a semantic connection. It has been found that children recall words more easily if they have been involved in finding a suitable mnemonic rather than having one imposed. However, some suggestions which might help you to help them find one are listed below.

Phonemic

- Say words as they sound, e.g. **Feb-ru-ary, Wed-nes-day.**
- Chant the letter names in a rhythm, e.g. **P-E-O-P-L-E.**

Semantic (meaning)

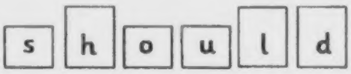
- **RU** (are you) in **February**?
- Stationery - **e for envelope.**
- Doctor's practi**ce**.
- Separate **part**s.

Unrelated to original meaning

- Decide, **CID** police.
- **Big Elephants Always Understand Little Elephants** (because) - too many of these become confusing.
- Separate has a **'rat'** in it.

Visual

- Draw a picture around the word to emphasise the shape, e.g. *would, could, should.*



Relevant published materials/resources

Word Games, Sandy Brownjohn (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 4

Objectives

To practise new spellings regularly by **Look, Say, Cover, Write, Check** strategy.

Activities

Class or group

- An adult writes the word for the child in very large handwriting.
- With eyes open, the child traces the letters with a finger, naming letters or saying the word slowly at the same time.
- With eyes shut, the child writes the letters with a finger, again spelling the word aloud or saying it slowly.
- With eyes shut, the child skywrites the word with big movements, again sychronising movement and speech.

N.B.
The approach, left, may appeal most to kinaesthetic learners. It should be modelled by the teacher and tried out by everyone in the class or group for at least five days. Homework learning can also be done and checked in this way.

Class or group

- Look at the word letter by letter.
- Look at the word again, giving a number to each letter. Repeat the numbers aloud while looking at the letters.
- Shut your eyes and imagine the word printed, written or being written on a surface, e.g. a screen.
- Try to 'see' the word in your mind in a particular printed/written style, size and colour. Say the letters aloud if this helps to visualise the word.
- You know how many letters are in the word. Start to ask: What is the first letter? What is the second?, etc. and so on until you know the position of each letter. Open your eyes when you have done this.
- Have someone test you by asking you to give the position of some or all of the letters, naming them one at a time in a mixed-up order.

N.B.
This approach may appeal most to visual learners. It should be modelled by the teacher and tried out in the class or group for at least five days. Homework learning can also be done and checked in this way. Effective with hard to spell words.

Individual, pairs or group (instructions)

- Use the learning routine of your choice and apply to word 1.
- Do the same with word 2.
- Have anther look at words 1 and 2.
- Cover words 1 and 2, write them both, then check the spelling.
- Apply the learning routine to word 3.
- Do the same with word 4.
- Have another look at words 3 and 4.
- Cover words 3 and 4, write them both, then check the spelling.
- Look again at all four words.
- Cover all four words, write them all and check the spelling.

N.B.
This approach may be most effective with children who need a high degree of repetition in order to remember spellings. It should be modelled by the teacher and tried out by everyone in the class or group for at least five days.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (L.D.A). **ACE Spelling Activities**, David Moseley and Gwen Singleton (L.D.A). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	4
Term	2
Strand	W 6

Objectives

To spell words with the common endings, 'ight', etc.

Activities

Class

- A word/group of words from a book or from a piece of Shared Writing can be the stimulus for word study. The stimulus can begin a new bank of words with the same ending. As children add words they should explain the meaning of a word. The class can find ways of using that word in their talk and writing.

- tion	- ial	- ight	- ious	- ough
invention	partial	slight	officious	bough
section	special	fright	spacious	although
action	official	light	vicious	through
suction	racial	night	precious	cough
fiction	artificial	knight	delicious	rough
election	financial	height	fictitious	tough
station	social	bright	gracious	enough

- Using thin card, children can make word wheels. They should write the ending of the word on the outer card and the various beginnings on the inner card. As they turn the inner card the word changes. They can swap wheels with each other to practise reading the words. They can then compose sentences using as many words with one ending as they can, e.g.

> *In the night, the slight knight had a fright as the light was so bright.*

Relevant published materials/resources

Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.*

Non-Fiction: *(I) information books on same or similar themes; (ii) explanation.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry:

Activity and Worksheets

- Y4 T2 S1 Comparative & superlative adjectives
- Y4 T2 S1 Revising adjectives 1
- Y4 T2 S1 Revising adjectives 2

- constructing adjectival phrases;
- examining comparative and superlative adjectives;
- comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold);*
- relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est);*
- relating them to adverbs which indicate degrees of intensity (e.g. *very, quite, more, most)* and through investigating words which can be intensified in these ways and words which cannot;

Sentence construction and punctuation

2. to use the apostrophe accurately to mark possession through:

- identifying possessive apostrophes in reading and to whom or what they refer;
- understanding basic rules for apostrophising singular nouns, e.g. *the man's hat;* for plural nouns ending in *'s'*, e.g. *the doctors' surgery* and for irregular plural nouns, e.g. *men's room, children's playground;*
- distinguishing between uses of the apostrophe for contraction and possession;
- beginning to use the apostrophe appropriately in their own writing;

Activity and Worksheets

- Y4 T2 S2 Apostrophes 1
- Y4 T2 S2 Apostrophes 2

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 4 Term 1
- Year 4 Term 2
- Year 4 Term 3

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3. to understand the significance of word order, e.g.: some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones;

Activity and Worksheets	
Y4 T2 S3 Word Order 1	Y4 T2 S3 Word Order 2

4. to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective.

NLS Activity Resource Sheet

Year	4
Term	2
Strand	S 1

Objectives

To revise and extend work on adjectives from Y3 term 2.

Activities

Shared or Group activity

- Create 'adjective' plants, where the stem is a noun and each leaf is a possible adjective.
- Underline, circle or highlight the adjectives in a passage.
- Prepare a passage with too many adjectives for children to read critically and delete some or all, deciding what is needed, e.g.

> The small, slight, thin, slender, graceful, tiny cat ...

- Prepare a cloze procedure with adjectives omitted or leave space so children have to insert an adjective.
- List adjectives to describe an alphabet of animals, e.g. *awful ant, bold baboon, curious crocodile.*
- List synonymous adjectives for nouns, e.g. *fat/lumpy/large/thick/plump fingers, etc.*
- When writing or revising, discuss possible use of adjectives. Push children to select carefully and not necessarily write the first one that comes into their minds!
- To develop work on settings, take clipboards and go outside. Focus on possible settings. List what can be seen (nouns) and then begin listing possible adjectives, e.g.

> tree - tall, thin, ancient ...
> car - sleek, shiny, blue ...
> bike - wobbly, rusty ...

- Use adjectives (and verbs) to help write simple lists and descriptions.
- Identify in reading, and collect effective descriptions of, settings, characters, events and the weather.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	S 1

Objectives

To revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry.

Activities

Shared or Group activity

- When discussing reading and writing use, and encourage the children to use, the term 'adjective'. Identify and list effective examples from reading.
- Read sentences aloud and ask the children to identify effective use of words:

> "What was the good adjective in the sentence?"
> "Which word was well chosen?"

- When reading, encourage the children to savour and even re-read to give emphasis, any good examples of adjectives and other words.
- When marking, indicate well chosen adjectives. Use a dotted line to indicate where a word has been repeated or a more effective choice is needed, e.g.

> The big shark opened its big mouth and I saw its big teeth.

- Take a limited focus, something that everyone can see, or which is very familiar, e.g. *a candle flame, the moon, a plant, etc* . List with the class, as many adjectives as possible. Push children to give choices, e.g. *red, scarlet, crimson flame.*
- In pairs, give the children a number of objects and ask them to brainstorm and list possible adjectives. Circle favourites and use these to write simple descriptions.
- Use cloze procedures with adjectives omitted. Discuss the best choice and whether one is needed.
- Discuss over use of adjectives and instances where adjectives are not needed, e.g. *The hot sun blazed.*
- Discuss using adjectives to add new information, to surprise the reader or particularise a noun.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	S 1

Objectives

Examining comparative and superlative adjectives.

Activities

Shared or Group Writing

- List comparatives in three simple columns.

Large	*larger*	*largest.*
Small	*smaller*	*smallest.*

- Change sentences, working in threes and passing them round, e.g. *Tom is funny. Jane is funnier. Sally is funniest.*
- Investigate persuasive writing, including adverts and TV adverts. List sentences where comparatives are used to persuade, e.g. *the best, the cheapest, the fastest, cleaner than ..., smoother than ...*
- Write a comparative poem – see opposite.
- Write a boastful poem about a mythical or invented creature – see opposite.
- Use comparatives and comparative language – *very, much, more, most,* etc. – to advertise yourself or a friend , e.g.

For sale

The friendliest girl in the class.
Joanna is kinder than you will believe.
She is better at washing up than any
machine and her room will be the tidiest!
All this and more, much more when you
purchase the cheapest and yet most
wonderful Joanna.

50p or nearest offer!

He is funnier than
Lenny Henry on a
banana skin.
He is slimmer than a
stick insect on a diet.
He is angrier than a
bull who sees a red
packet of beefburgers
in a shopping bag.

The Zegreb is:
faster than a jet-powered
cheetah,
larger than the Sun's
father,
cleverer than Einstein's
teacher,
quieter than a needle
dropped on velvet,
more cunning than a fox
who has joined MENSA.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	S 2

Objectives

To use the apostrophe accurately to mark possession.

N.B.
Apostrophe for omission is found in **Y3 T2, 3; W 11,15**

Activities

Shared and Group Reading

- Notice, highlight or circle instances where apostrophes occur.
- Collect and list instances where apostrophe is used instead of a letter/s, e.g.

don't - do not
shan't - shall not
can't - cannot

- Explain apostrophes used for possession. Children should look for and list instances in the following way:

John's car - the car of John.
The rook's nest - the nest of the rook.
The lions' meat - the meat of the lions.

- Use the question 'To whom does it belong?' as a 'test' to help children understand the function of the apostrophe.

Relevant published materials/resources

406

NLS Activity Resource Sheet

Year	4
Term	2
Strand	S 2

Objectives

Distinguishing between uses of apostrophes for contraction and possession; beginning to use the apostrophe appropriately in their own writing.

Activities

Shared or Group activity

- Children in groups investigate apostrophes in a given passage or reading books. Prepare a poster to explain/define, or a presentation for the plenary session. They should explain different uses of apostrophes in:

  omission, e.g. don't - do not
  possession, e.g. Jane's ring.

- They should explain where the apostrophe lies depending on singular (Jane's) or plural (girls') noun.
- Children work through a prepared passage, proof reading for apostrophes. Remind them to use the 'belonging' test, e.g. *it was Jane's car - the car of Jane.*
- Add apostrophes to a proof reading checklist for those children who are confident in its use.
- Draw attention to one notable exception:

  it's - it is
  its collar - the collar of it
  (no apostrophe).

- Collect and list other examples of apostrophe use that show omission, e.g. *o'clock, on the 'phone, etc.*
- When marking constructively, consider the list opposite.

(1) Explain to those who over-use apostrophes that they should look at specific instances of apostrophe use in reading/writing. Work in a group. Secure an understanding of omission before moving on to possession. (Revise singular/plural).
(2) Ask those who understood but have been careless, to check for missing apostrophes.
(3) Ask those who are still trying to apply their understanding, to 'check for three instances where an apostrophe is missing'.
(4) To help those less sure, number the apostrophes missing and put a star by the sentence where each is needed.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	S 3

Objectives

To understand the significance of word order, e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones.

Activities

Class or Group

- Cut up a poem verse by verse, couplet by couplet, line by line or a haiku, word by word. Discuss possible new combinations.
- Children cut up a short passage and put it back together to create something new, possibly quite silly.
- Put words and phrases onto blank playing cards. Let the children play with words to create sentences that might fit:

- a story;
- a poem;
- an advert;
- an instruction;
- a report;
- a recount, etc.

- List ten sentences. Cut them in half. The children reassemble them in different ways. They can change words, or add new words. Who can make the funniest piece of writing? Who can make the most sensible new piece of writing?
- Use a collection of words on strips of card to create very long sentences. Ask the children if their partners can make the sentences shorter. Which words can be taken out leaving the basic meaning unaltered?

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	S 3

Objectives

To understand the significance of word order, e.g. some re-orderings destroy meanings; some make sense but change meaning (sometimes adding words); subsequent words are governed by preceding ones.

Activities

Class or Group

- Take a piece of writing. Cut up sentences and jumble the order. Ask the children to re-order the sentences into a logical or chronological flow so that they make sense. Contrast poetry with a different genre, such as instructional writing. Consider how order is vital to meanings.
- When writing in front of the class demonstrate how words can be changed, word order altered or sentences moved to create different effects. Show the children how to use arrows and brackets to indicate revision changes.
- Give the children drafts to revise and improve. Discuss in the plenary session any suggested changes.
- Cut-up sequence of sentences to re-order using instructions where the correct order matters or poetry where it may matter less.

Relevant published materials/resources

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Word
Phonics, spelling and vocabulary

Sentence
Grammar and punctuation

Text
Comprehension and composition

Range
Fiction and poetry: *stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.*
Non-Fiction: *(I) information books on same or similar themes; (ii) explanation.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail;

Activity and Worksheets

Y4 T2 T1 How writers create imaginary words

2. to understand how settings influence events and incidents in stories and how they affect characters' behaviour;
3. to compare and contrast settings across a range of stories; to evaluate, form and justify preferences;
4. to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions;
5. to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile;

Activity and Worksheets

Y4 T2 T5 Figurative language in poetry and prose

6. to identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words;
7. to identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively;

Activity and Worksheets

Y4 T2 T7 Rhyme and verse in poetry

8. to review a range of stories, identifying, e.g. authors, themes or treatments;
9. to recognise how certain types of texts are targeted at particular readers; to identify intended audience, e.g. junior horror stories;

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 4 Term 1

Year 4 Term 2

Year 4 Term 3

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Writing composition

10. to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively;
11. to write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes;

Activity and Worksheets
Y4 T2 T11 Writing Poetry 2

12. to collaborate with others to write stories in chapters, using plans with particular audiences in mind;
13. to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes;

Activity and Worksheets
Y4 T2 T13 Descriptive and expressive writing

14. notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices;

Non-Fiction
Reading comprehension

15. to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list;

Activity and Worksheets
Y4 T2 T15,17 Appraising non fiction books 1
Y4 T2 T15,17 Appraising non-fiction books 2
Y4 T2 T15,17 Notetaking grid - A
Y4 T2 T15,17 Notetaking grid - B
Y4 T2 T15,17 Notetaking grid - C
Y4 T2 T15,17 Finding out

16. to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search;

Activity and Worksheets
Y4 T2 T16,17 Research

17. to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text;
18. to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these;
19. to identify how and why paragraphs are used to organise and sequence information;

Activity and Worksheets
Y4 T2 T19 Paragraphs

20. to identify from the examples the key features of explanatory

texts:

- purpose: to explain a process or to answer a question;
- structure: introduction, followed by sequential explanation, organised into paragraphs;
- language features: usually present tense; use of connectives of time and cause and effect; use of passive voice;
- presentation: use of diagrams, other illustrations;

Writing composition

21. to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;

Activity and Worksheets
Y4 T2 T21,23 Notemaking

22. to fill out brief notes into connected prose;
23. to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram;
24. to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering;
25. to write explanations of a process, using conventions identified through reading.

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

UK Online | DfES | SEU | Teachernet | NGfL | QCA | Ofsted | NCSL

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 1

Objectives

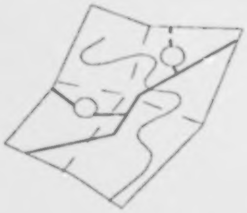
To understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science-fiction setting and to show how the writer has evoked it through detail.

Activities

N.B.
Relate the activity to a science-fiction or fantasy story which the children are reading or listening to outside the Literacy Hour.

Class

- In Shared Reading, explore a passage in which an imagined world is described, e.g. the fantasy worlds in **James and the Giant Peach** or the **Narnia** books.
- Prompt the children to identify the physical qualities of the world described, and to consider their effect on events. What can or cannot happen in this world? Ask the children to suggest other things that might happen in this world, encouraging them to relate this closely to the physical features of the imagined world.
- Compare with other short descriptions.



Group

- Draw a detailed picture of the imagined world, using information in the story. Write labels, captions or a key to show features that cannot be conveyed pictorially. Include people, weather, landscape, buildings, etc., with each group taking a different aspect to report back on in the Plenary.
- Write an account of another incident that might occur in the setting of this imagined world. Encourage the children to describe this world in their writing.
- Imagine they were suddenly placed in this imagined world. Write a description of it, e.g. a letter, an entry in an explorer's journal, a newspaper report.
- Design a travel brochure for the fantasy world, modelling language and presentations on holiday leaflets.

Plenary

- Discuss which imaginary world the children would most like to visit. Why? Take a vote.

Relevant published materials/resources

The Narnia Chronicles, C.S. Lewis (Collins Children's Books). **James and the Giant Peach,** Roald Dahl (Puffin). **The Iron Man,** Ted Hughes (Faber & Faber). **Alice in Wonderland,** Lewis Carroll (Puffin).

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 5

Objectives

To understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile.

Activities

Shared or group reading

- Underline or circle examples of figurative language in poems. Collect and list – adding to the list over time – special and interesting poetic phrasing.
- On a chart list typical narrative sentences on one side and poetic phrases and effects on the other.
- Identify uses of simile – 'like' or 'as'. List these on chart.
- In classic poems list dated vocabulary and phrasing/syntax. Let the children suggest what words or terms might mean.
- Enjoy and savour poetic phrasing and effects. Let children collect 'favourite and special words/phrases'.

Relevant published materials/resources

The Puffin Book of Classic Verse, ed. Raymond Wilson (Puffin). **The Oxford Book of Classic Poetry**, ed. Michael Harrison (OUP). **I Like That Stuff** and **I Love That Stuff,** ed. Morag Styles (CUP). **A World of Poetry**, ed. Michael Rosen (Kingfisher).

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 7

Objectives

To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively.

Activities

Shared or group reading

- Identify the difference between chorus and verses. All read a chorus, with one voice for verses. Circle or highlight, using different colours, the rhymes in a poem. Let children discover different rhyme patterns and present to the class two contrasting patterns – explain the pattern and read aloud the poems. In some poems the rhyme needs emphasising but in others it should be downplayed or meaning is lost.
- Write out a poem as if it were prose, omitting the line breaks. The children have to rewrite the poem, inserting line endings.
- Collect and illustrate different verse shapes – fat and thin – with a range of rhyme schemes.
- Relate the investigating to reading aloud.

N.B.
Remember that rhyming patterns are very difficult to write effectively. Whilst children may enjoy rhyming in nonsense or 'rap' verse, or write the occasional rhyme incidentally, it should not be expected or used as a model for their writing of poetry at this stage.

Relevant published materials/resources

Does W Trouble You?, ed. Gerard Benson (Puffin) – a collection of rhyming poetry. Companion volume of different types of non-rhyming poetry is: **This Poem Doesn't Rhyme,** ed. Gerard Benson (Puffin).

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 11

Objectives

To write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, pattern of rhyme, choruses, similes.

Activities

Shared or group writing

- Provide a clear focus for writing.
- Read examples that create atmosphere and can be emulated – avoid rhyming poems. Use, or invent, structures to help children write, e.g. use repetitive patterns such as:

If I had wings I would …
It's a secret but …
This is the … that …, etc.

- Demonstrate/encourage children to jot down ideas, words, phrases and details before writing, though some like to launch straight in.
- When revising demonstrate/expect children to consider carefully their use of adjectives and verbs.
- Encourage children to use words adventurously, e.g.

'the cockerel lava poured',

'sunlight stabs the distance'.

- List with children and invent new similes, e.g.

'as brave as a band full of lions',

'silence like water seeping through moss'.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 13

Objectives

To write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes.

Activities

Class

- Select for Shared Reading an extract which makes particular use of adjectives. Recap the function of adjectives. Ask the children to identify them in the passage, and to discuss the purpose they serve and the effect they create.
- Set a writing task which highlights the use of descriptive and expressive language, e.g. creating an imagined world for a fantasy or science fiction story; describing an incident between two characters, e.g. making a friend or falling out with one.
- As a Shared Writing activity, talk through and experiment with the composition of a short passage or scene, emphasising the choice of words, especially adjectives, and referring back to the samples collected.

A Night to Forget!

It was a ________ and
______ night.
The ______ house looked
____________.

Group

- The children work independently on writing a first draft in response to the task set. They share their work, seeking feedback especially on the use of language and rewrite in the light of these comments.
- Prepare cloze procedure passages with adjectives deleted. The children work independently to fill in the gaps, then share their work, comparing the effectiveness of the various words chosen.
- Change the adjectives in an existing story to create a different or nonsense effect.

Plenary

- Share and discuss the passages they have written, focusing on word choice.

Relevant published materials/resources

Storm, Kevin Crossley-Holland (Heinemann Banana Books).
The Magic Finger, Roald Dahl (Puffin). **The Fox Busters,** Dick King-Smith (Puffin).
Mr Majeika, H. Carpenter (Puffin). **The Dancing Bear,** Michael Morpurgo (Puffin).
A Gift from Winklesea, Helen Cresswell (Puffin).
A Dragon in Class 4, June Counsel (Transworld).

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 15 – 17

Objectives

To appraise a non-fiction book for its content and usefulness by scanning, e.g. headings, contents lists. To prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. To scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a text for summarising text.

Activities

Class

- Using two or three books on a current topic in science, history or geography, model questioning to encourage prediction using just titles, headings, etc. Scribe the responses.
- Brainstorm what the children know already, e.g. the Romans wore armour.
- Brainstorm questions to research, using Photocopiable Resource Sheet A.

Group

- Collect a variety of assorted books on the theme, e.g. Romans.
- Give one question to each pair of children. Ask them to highlight the key search words in the question, e.g. What kind of *weapons* did the Romans carry?
- Ask the children to select three books from the collection. Use Photocopiable Resource Sheet A to phrase a question. Then use Photocopiable Resource Sheets B and C to assess each book's usefulness in answering the question.

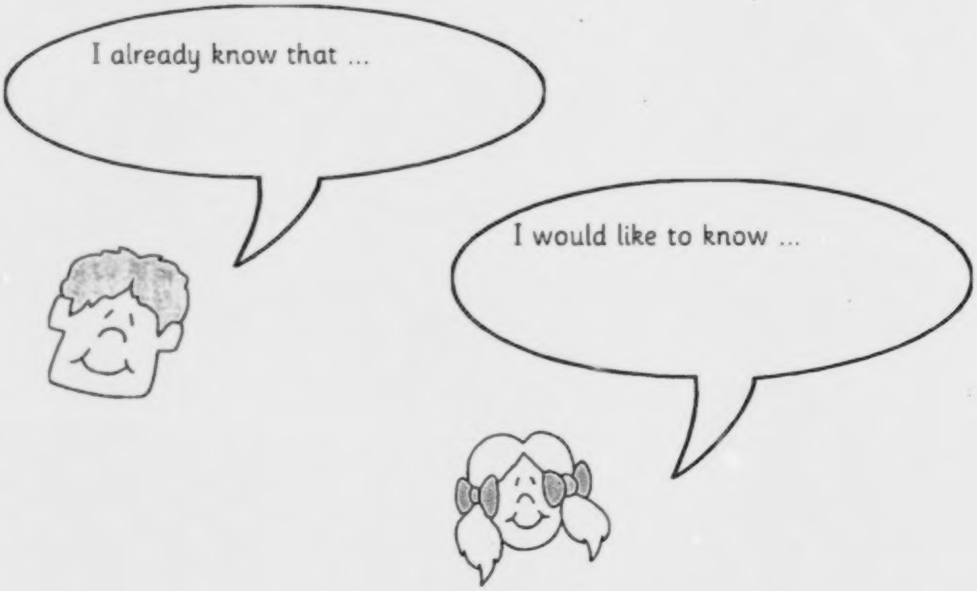
Plenary

- The children recommend a 'best buy' book and explain why. Compare the assessments.
- Explore why a book might be more useful for one question than for another.

Relevant published materials/resources

Name:
Date:

Finding out


I already know that ...
I would like to know ...

List three books from the books in the classroom which you think might help answer your question.

Book	**Author**

Now use a book assessment chart to help you decide which two books will be the most useful.

Name:
Date:
My question is: ____________________

Book (title, author, publisher)	What clues to the content does the cover contain?	**Contents page**		**Index**		**Headings**		**Illustrations** Any of our subject? Give page number.	**Our rating** Not useful. Useful. Very useful.
		Yes or no?	Key word mentioned?	Y/N?	Key word?	Y/N?	Key word?		

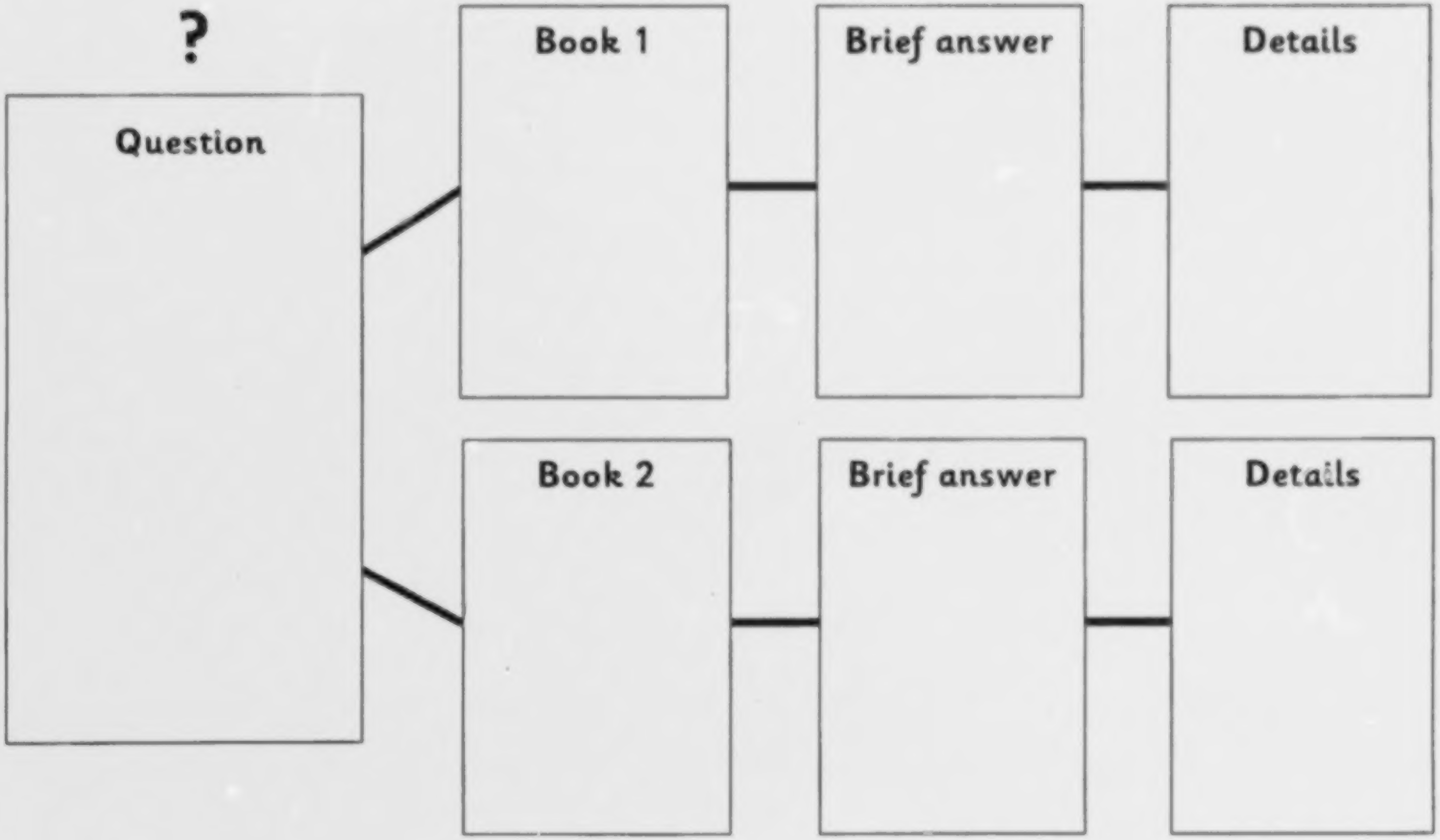
Name:
Date:

Note taking grid – A

Question	Answer	Details	Source

Name:
Date:

Note taking grid – B


?
Question
Book 1
Brief answer
Details
Book 2
Brief answer
Details

Name:
Date:

Note taking grid – C

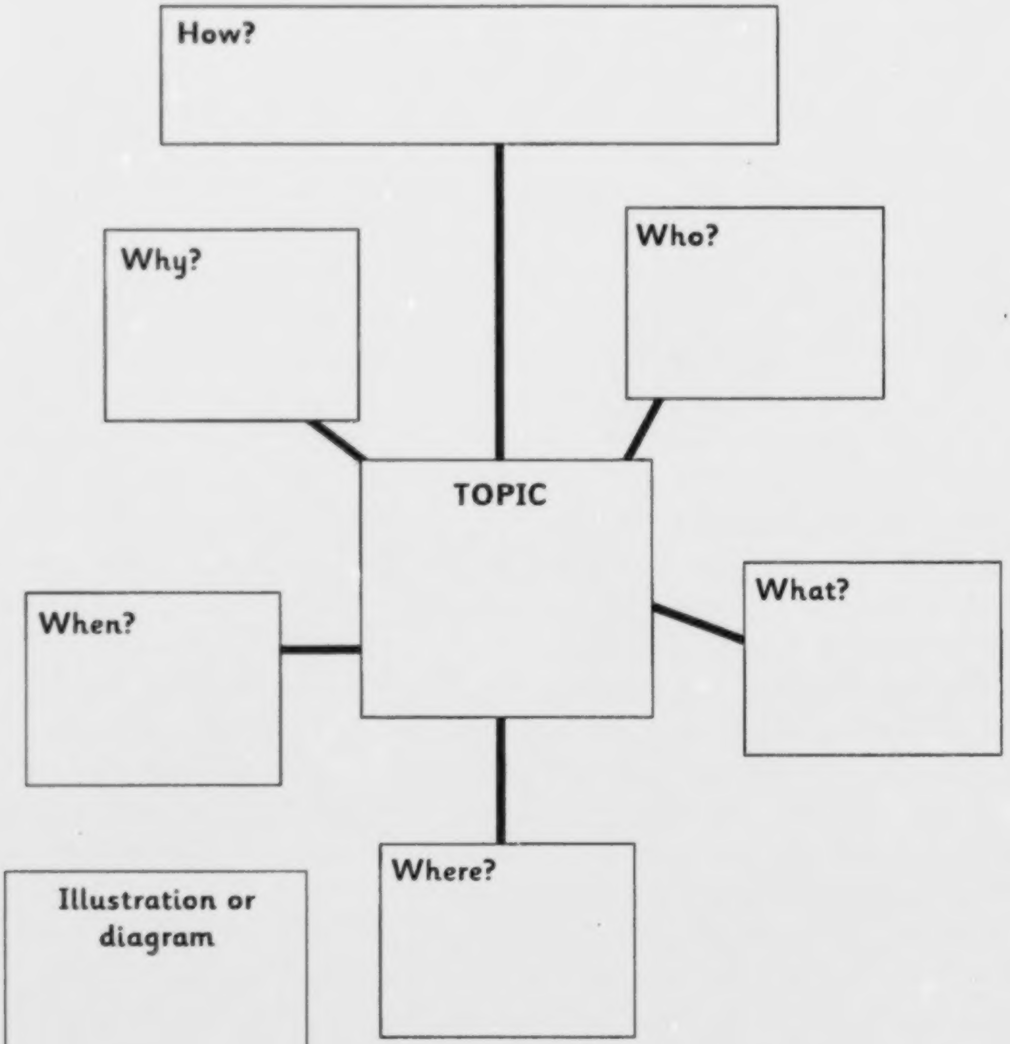

How?
Why?
Who?
TOPIC
When?
What?
Where?

Illustration or diagram

New word	Meaning

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 16,17

Objectives

To prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. To scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text. Links with **Y4 T2 T15.**

Activities

Class

- Remind the class of question setting and book selection work from **Y4 T2 T15**.
- Using a Big Book with an acetate sheet or an OHT of a non-fiction passage, model how to scan the text for key words, underlining key points.
- Demonstrate note-taking on a flip chart.

Group

- Working in pairs, with a question to answer, the children choose two of their 'best buy' books from activity **Y4 T2 T15** to answer their question. If resources allow, encourage the children to select a relevant page, photocopy it and text mark. Use Photocopiable Resource Sheets A, B or C to record notes.

Plenary

- Compare the children's notes with the book texts. Discuss how these vary. Discuss what has been deleted, omitted and why.
- Explore what it is that makes good note-taking effective.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 19

Objectives

To identify how and why paragraphs are used to organise and sequence information.

Activities

Shared or Group activity

- Notice in reading how paragraphs are used. In non-fiction identify the function of each paragraph: 'What it tells us', 'What it is about'.
- When writing create headings for each paragraph in non-fiction. List points or facts to include under each heading. Write paragraphs using notes. Demonstrate before letting children try this.
- Let children organise a jumbled set of information notes under headings.
- Children check paragraphs to see if the correct information is in the correct paragraph.
- Re-read paragraphs to check points are in order and there is a logical progression in the sentences.
- Create charts listing reasons for using paragraphs in narrative.
- Reorganise a set of jumbled paragraphs.
- Link to non-fiction work by creating frameworks from reading different texts, deciding headings for each paragraph. Model using frameworks in writing to show how to plan under headings and how to write paragraphs from notes.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	2
Strand	T 21 – 23

Objectives

To make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. To fill out brief notes into connected prose. To collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram.

Activities

Class

- Using an enlarged version of a completed note-taking grid from **Y4 T2 T16, 17**, model a Shared Writing session, using the notes to write a completed prose piece.
- Depending on the genre, e.g. *report, recount, explanation*, draw the children's attention to the organisational and structural features, e.g. an opening definition, *Armour is special clothing to protect the body*, a closing summary.
- Discuss the reasons for starting new sections marked by a heading, e.g. *Who wore armour?* or new paragraphs marked by a line space or indentation.

Group

- In pairs the children use their own note grids from **Y4 T2 T16, 17** to write a factual prose piece.
- Ask the children to present their findings in an alternative way from prose, e.g. chart, labelled diagrams. Mount both pieces together.
- Ask the children to compare both forms of presentation. Discuss which they think is best and why.

Plenary

- When sharing the finished work, explicitly discuss the ways the children structured their prose, looking at headings, paragraphs, etc.

Relevant published materials/resources

YEAR TERM

4 3

Range

Fiction and poetry: *stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.*

Non-Fiction: *(i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

1 to read and spell words through:
- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for spelling;
- correct reading and spelling of high frequency words from KS1 and Y3;
- identifying syllabic patterns in multi-syllabic words;
- using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
- recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

3 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;

4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

5 to explore the occurrence of certain letters, e.g. *'v'* and *'k'* and letter strings, e.g. *'wa' (e.g. swat, water), 'wo' (e.g. worship, won) and 'ss' (e.g. goodness, hiss, missile)* within words; deduce some of the conventions for using them at the beginnings, middles and endings of words;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes;

Sentence construction and punctuation

2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading;

3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.:
- the order of words;
- verb tenses;
- additions and/or deletions of words;
- changes to punctuation;

4 the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *'if..., then'; 'on the other hand...'; 'finally'; 'so'.*

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text;

2 to read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate;

3 to understand how paragraphs or chapters are used to collect, order and build up ideas;

4 understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;

5 to clap out and count the syllables in each line of regular poetry;

6 to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme;

7 to recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;

8 to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution;

9 to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;

10 to describe and review own reading habits and to widen reading experience;

Writing composition

11 to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character;

12 to write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story;

6 to spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough; hour, journey, could, route, four;*

7 collect/classify words with common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone;* investigate origins and meanings;

8 to practise extending, and compounding words through adding parts, e.g. *ful, ly, ive, tion, ic, ist;* revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling;

9 to recognise and spell the suffixes: *-ible, -able,- ive, -tion, -sion;*

10 to distinguish the two forms: its *(possessive no apostrophe)* and it's *(contracted 'it is')* and to use these accurately in own writing;

Vocabulary extension

11 to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. *handbag, cupboard;*

12 to understand how diminutives are formed, e.g. suffixes: *-ette;* prefixes: *mini;* adjectives, e.g. *little; nouns*, e.g. *sapling;* and nicknames, e.g. *Jonesy;*

Handwriting

13 to use joined handwriting for all writing except where other special forms are required;

14 to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words;

15 to use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;
- capital letters for posters, title pages, headings;
- a range of computer-generated fonts and point sizes.

13 to write own longer stories in chapters from story plans;

14 to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others;

15 to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language;

Non-Fiction

Reading comprehension

16 to read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;

17 how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments;

18 from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader;

19 to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words;

20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;

Writing composition

21 to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules;

22 to use writing frames if necessary to back up points of view with illustrations and examples;

23 to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader;

24 to summarise in writing the key ideas from, e.g. a paragraph or chapter;

25 to design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.

department for
education and skills

Raising Standards **TheStandards***Site*

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The National Literacy Strategy

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ■
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.*
Non-Fiction: *(i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Revision and consolidation from Year 3

1. to read and spell words through:

- identifying phonemes in speech and writing;
- blending phonemes for reading;
- segmenting words into phonemes for spelling;
- correct reading and spelling of high frequency words from KS1 and Y3;
- identifying syllabic patterns in mulit-syllabic words;
- using phonic/ spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
- recalling the high frequency words learnt in KS1 and Y3;

Activity and Worksheets

- Y4 T3 W1 Blending and segmenting phonemes
- Y4 T3 W2 Spelling logs
- Y4 T3 W3 Independent spelling strategies 1
- Y4 T3 W3 Independent spelling strategies 2

Spelling strategies

- to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries;
- to practise new spellings regularly by 'look, say, cover, write,

Related Items

- Medium frequency words to be taught through Years 4 and 5
- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Additional Literacy Support (ALS) (includes video)

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 4 Term 1
- Year 4 Term 2
- Year 4 Term 3

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check' strategy;

Activity and Worksheets
Y1 T1 W4 Look, say, cover, write, check

Spelling conventions and rules

5. to explore the occurrence of certain letters, e.g. *'v'* and *'k'* and letter strings, e.g. *'wa'* (e.g. *swat, water*), *'wo'* (e.g. *worship, won*) and *'ss'* (e.g. *goodness, hiss, missile*) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words;

Activity and Worksheets
Y4 T3 W5 Letters 'v', 'k' and letter strings

6. to spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough; hour, journey, could, route, four;*

Activity and Worksheets
Y4 T3 W6 Same letter string - different pronunciation

7. collect/classify words with common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone;* investigate origins and meanings;

Activity and Worksheets
Y4 T3 W7 Common roots

8. to practise extending, and compounding words through adding parts, e.g. *ful, ly, ive, tion, ic, ist;* revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling;

Activity and Worksheets
Y4 T3 W8 Extending and compounding words

9. to recognise and spell the suffixes: *-ible, -able,- ive, -tion, -sion;*
10. to distinguish the two forms: its (*possessive no apostrophe*) and it's (*contracted 'it is'*) and to use these accurately in own writing;

Activity and Worksheets	
Y4 T3 W10 'its' and 'it's'	Y4 T3 W10 Pronouns

Vocabulary extension

11. to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. *handbag, cupboard;*
12. to understand how diminutives are formed, e.g. suffixes: *-ette;* prefixes: *mini;* adjectives, e.g. *little; nouns*, e.g. *sapling;* and nicknames, e.g. *Jonesy;*

Handwriting

13. to use joined handwriting for all writing except where other special forms are required;
14. to build up speed and ensure consistency in size and proportions

of letters and spacing between letters and words;

15. to use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;
- capital letters for posters, title pages, headings;
- a range of computer-generated fonts and point sizes.

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NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 1

Objectives

To read and spell words through: identifying phonemes in speech and writing; blending phonemes for reading; segmenting words into phonemes for spelling; correct reading and spelling of high frequency words... ; identifying syllabic patterns... ; using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge.

Activities

Class, Group or individual

- There are a number of ways of tackling an unfamiliar word. If children cannot yet blend consonants to vowels, they should, at least, be able to recognise the initial letter or cluster of a word and hazard a guess at the word from the context/picture.
- Children should be encouraged to look at a word and see which 'bit of it' they do know. They might, for instance, read 'pain' in 'paint', or they may see a part of a word which they recognise in another word and then be able to read the new word by analogy, e.g. *load/loaf; load/road*. In Shared Reading, children may be encouraged to use a marker to underline the familiar portion of a word to make this strategy explicit to other children.
- Where time has been spent on working out a new word, children should be encouraged to re-read the sentence before continuing so that the sense of the text is maintained.
- The running record/miscue analysis is the obvious monitoring device for using strategies in reading. However, it is possible in Individual and Guided Reading to check frequently when a child reads that he/she is using an appropriate mix of strategies. Sometimes, after children have worked out a word, the teacher can ask them how they did it. This reinforces the use of a successful strategy for the future. Guided Reading is the opportunity for reinforcing the use of a range of strategies with a group.

N.B.
Less-skilled readers at the beginning of KS2 may fall into one of two categories: those who plod through a text sounding out every word and those who make wild guesses at a word regardless of the letters in the word. Children should have enough knowledge of words and letter patterns to be able to build unfamiliar words; the process can often be accelerated by using contextual cues. Both processes complement one another and should be encouraged to do so. This can best be achieved during guided reading with a group, but it is also appropriate to model it during shared reading.

Relevant published materials/resources

Name:
Date:

My spelling log

Words I spell correctly	Words which I need to practise	
	Word	How I remember it

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 3

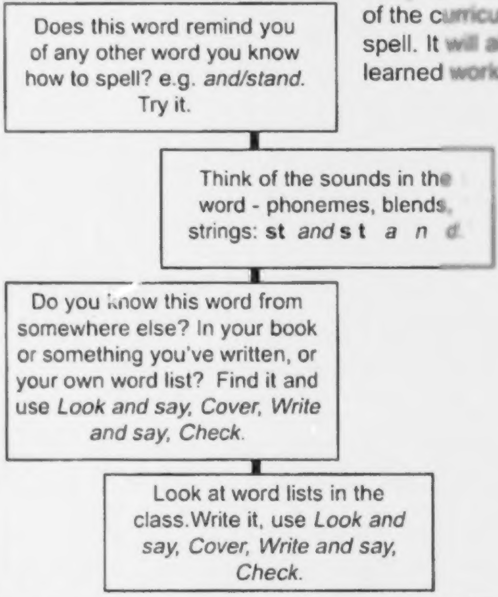
Objectives

To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features ... ; building from other words with similar patterns and meanings ... ; spelling by analogy with other known words ... ; using word banks, dictionaries, etc.; to practise new spelling regularly.

Activities

Class

- Model the use of spelling strategies using a short piece of writing which does not require much compositional effort, e.g. an account of an incident or the beginning of a story that everyone knows. Children write a sentence each of the account on the white board. As a child 'gets stuck' on a word he/she wants to write, encourage him/her to use one or two of the strategies above. Applaud logical attempts. Ask the other children to suggest possible strategies. Stress that getting an immediate approximation to a word is a better strategy at this stage in the writing than hunting about in dictionaries. When about five children have written their contributions, ask the class whether all the words are spelled correctly. Discuss the vagaries of the spelling system in relation to the mis-spelt words. Select three or four of the words which were mis-spelt or which were correct after much effort, and decide with the class how best to remember them for the future. Practise them.
- On another occasion, focus on a strategy such as building words from known words. This will give an opportunity to bring in words from other areas of the curriculum which you want the children to learn to spell. It will also be an opportunity to revise previously learned work on vowel digraphs.

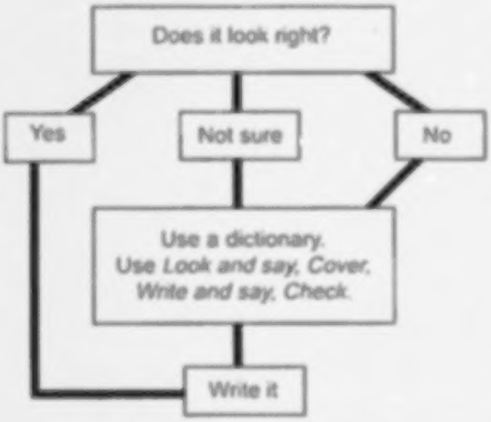


Does this word remind you of any other word you know how to spell? e.g. *and/stand.* Try it.

Think of the sounds in the word - phonemes, blends, strings: **st** *and* **s t** *a n d*

Do you know this word from somewhere else? In your book or something you've written, or your own word list? Find it and use *Look and say, Cover, Write and say, Check.*

Look at word lists in the class.Write it, use *Look and say, Cover, Write and say, Check.*



Relevant published materials/resources

Spelling 9-13, Sue Hackman and Liz Trickett (Hodder and Stoughton). **First Steps Spelling Developmental Continuum**, **First Steps Spelling Resource Book** (Heinemann). **ACE Spelling Activities**, David Moseley and Gwyn Singleton (L.D.A.). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 3

Objectives

To use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common letter strings and checking critical features ... ; building from other words with similar patterns and meanings ... ; spelling by analogy with other known words ... ; using word banks, dictionaries, etc.; to practise new spelling regularly.

Activities

Class

Word study

- Through investigations children can re-create rules to help them to spell a range of words and they will also learn more prefixes, suffixes and roots as their vocabulary increases. However, there will always be word spellings which they find difficult to remember. Children should be encouraged to identify their difficulties but also to discuss and share methods they prefer for recalling words.
- Mnemonics for helping to recall words can be based on a phonemic representation, a visual image and/or a semantic connection. It has been found that children recall words more easily if they have been involved in finding a suitable mnemonic rather than having one imposed. However, some suggestions which might help you to help them find one are listed below.

Phonemic

- Say words as they sound, e.g. **Feb-ru-ary, Wed-nes-day.**
- Chant the letter names in a rhythm, e.g. **P-E-O-P-L-E.**

Semantic (meaning)

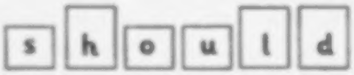
- **RU** (are you) in **February**?
- Stationery - **e for envelope.**
- Doctor's practice.
- Separate parts.

Unrelated to original meaning

- Decide, **CID** police.
- **Big Elephants Always Understand Little Elephants** (because) - too many of these become confusing.
- Separate has a **'rat'** in it.

Visual

- Draw a picture around the word to emphasise the shape, e.g. *would, could, should.*



Relevant published materials/resources

Word Games, Sandy Brownjohn (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	4
Term	1, 2, 3
Strand	W 4

Objectives

To practise new spellings regularly by **Look, Say, Cover, Write, Check** strategy.

Activities

Class or group

- An adult writes the word for the child in very large handwriting.
- With eyes open, the child traces the letters with a finger, naming letters or saying the word slowly at the same time.
- With eyes shut, the child writes the letters with a finger, again spelling the word aloud or saying it slowly.
- With eyes shut, the child skywrites the word with big movements, again sychronising movement and speech.

N.B.
The approach, left, may appeal most to kinaesthetic learners. It should be modelled by the teacher and tried out by everyone in the class or group for at least five days. Homework learning can also be done and checked in this way.

Class or group

- Look at the word letter by letter.
- Look at the word again, giving a number to each letter. Repeat the numbers aloud while looking at the letters.
- Shut your eyes and imagine the word printed, written or being written on a surface, e.g. a screen.
- Try to 'see' the word in your mind in a particular printed/written style, size and colour. Say the letters aloud if this helps to visualise the word.
- You know how many letters are in the word. Start to ask: What is the first letter? What is the second?, etc. and so on until you know the position of each letter. Open your eyes when you have done this.
- Have someone test you by asking you to give the position of some or all of the letters, naming them one at a time in a mixed-up order.

N.B.
This approach may appeal most to visual learners. It should be modelled by the teacher and tried out in the class or group for at least five days. Homework learning can also be done and checked in this way. Effective with hard to spell words.

Individual, pairs or group (instructions)

- Use the learning routine of your choice and apply to word 1.
- Do the same with word 2.
- Have anther look at words 1 and 2.
- Cover words 1 and 2, write them both, then check the spelling.
- Apply the learning routine to word 3.
- Do the same with word 4.
- Have another look at words 3 and 4.
- Cover words 3 and 4, write them both, then check the spelling.
- Look again at all four words.
- Cover all four words, write them all and check the spelling.

N.B.
This approach may be most effective with children who need a high degree of repetition in order to remember spellings. It should be modelled by the teacher and tried out by everyone in the class or group for at least five days.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (L.D.A). **ACE Spelling Activities**, David Moseley and Gwen Singleton (L.D.A). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).

NLS Activity Resource Sheet

Year	4
Term	3
Strand	W 5

Objectives

To explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings, e.g. 'wa' (e.g. swat, water), 'wo' (e.g. worship, won) and 'ss' (e.g. goodness, hiss, missile) within words; deduce some of the conventions for using them at the beginnings, middles and ends of words.

Activities

Class

- Investigations are best initiated in a class lesson, followed up in paired/group work and then discussed in the plenary session. The stimulus may come from children on a previous day in the course of their reading or writing or it may come from the Shared Reading session.

Group

- The children can search through books etc. for occurrences of 'ck' in words. When 15 or more words have been collected, the children can categorise the words. They should be encouraged to find their own categories, e.g. beginning, middle, ends of words. From the categories they have formed they should be able to draw some conclusions as to the use of the letter string 'ck' in words, but you may need to prompt with questions, e.g. does 'ck' occur at the beginning of a word? Where does it occur? Which letters tend to occur before 'ck'? As children get used to doing investigations like this they will get better at finding patterns of use.
- Similar investigations can be carried out with other letter strings such as 'll', 'bb', 'ss' and even 'v' - see the Photocopiable Resource Sheet. Children can search for 'ough' words or you could present the investigation as shown on the Photocopiable Resource Sheet. Word strings - *ace, ain, oad, ope, oon*, etc. also provide a valuable basis for handwriting practice.

Plenary

- If you have planned for different groups to carry out the same investigation in the same week, wait until they have all carried out the investigation before following it up in a plenary session. However, there are so many letter strings worth investigating that it is probably not feasible for all children to do all of them.
- The plenary will assume an even more significant role as children are informing their peers of information they have collected and comparing it with information from another group. A class record of this information needs to be displayed for the benefit of all the children.

Relevant published materials/resources

A Hand for Spelling, Charles Cripps (L.D.A.).

NLS Activity Resource Sheet

Year	4
Term	3
Strand	W 6

Objectives

To spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough; hour, journey, could, route, four.*

Activities

Class

- Use the whole class teaching time to examine one of these spelling patterns. Look closely at the different ways of pronouncing the words and discuss why the children think this may have happened. It may be an idea to write a class book of 'silly reasons'. For example:

> *Tough is pronounced 'tuff' because it needed to be an aggressive word. When it was pronounced 'tow' as in plough it didn't give the correct emphasis, so King Arthur changed it because he didn't like his Knights of the Round Table being known as ' tough (tow) Knights because it sounded too much like 'tonight'. He changed it to tough (tuff) but forgot to inform the monks who were writing the books.*

Group

- Make a poster showing words with a common spelling but different pronunciation. Leave space so that children can be word detectives and add to the poster as they find new words in that set / family, e.g.

wood food poor
good moon
flood tool door cuckoo

- Children could put the phonetic spelling next to the word as it would be shown in a dictionary. Children could search using a dictionary/thesaurus.
- Children could search for other words with an 'oo' spelling but which are pronounced differently.

Plenary

- Children could feed back to the rest of the class and alert them to the search. Can they find any more words?

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	3
Strand	W 7

Objectives

To collect/classify words with common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone,* etc; investigate origins and meanings.

Activities

Class

- With specific texts, draw attention to words with common 'chunks'. Consider possible meaning links. Are they spurious? Discuss word origins.

Group

- Look at words selected from a text for investigation. Children could generate others with similar chunks.
- Look up spellings and compare letter configurations. Brainstorm / investigate possible original meanings for the chunks. Investigate others, e.g. *reign / sovereign / foreign.*
- Link with grammar work, and work on suffixes / prefixes.
- Scan texts / dictionaries; use etymological dictionaries to report back on words and their origins, look for links between words.

Display

- Display lists of words, with the root word arranged vertically and the rest of the word spelt around it, e.g. on a grid, as below. Display banks of related words or lists or words from particular origins.

de**press**	ex**press**
im**press**	sup**press**
Em**press**	re**press**

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	3
Strand	W 8

Objectives

To practise extending, and compounding, words through adding parts, e.g. *ful, ly, ive, tion, ic, ist,* etc; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling.

Activities

Class

- Examine the use of **'full'** as a suffix. Generate a list of words with the children, e.g.

joyful	*helpful*	*useful*	*beautiful*	*woeful*
hopeful	*sorrowful*	*bashful*	*playful*	

- The children should outline a rule. As they continue to collect words ending in this suffix, they should decide whether their rule works.

Group

- Write a series of words on card, e.g. all ending in **'tion'** and another set ending in **'tory'** as follows:

- tion	*celebration*	*creation*	*communication*
	preparation	*relation*	*introduction*
	perfection	*reduction*	*direction*
- tory	*introductory*	*satisfactory*	*directory*
	victory	*territory*	*preparatory*
	refectory	*rectory*	*history*

- Cut up all the words into root and affix, e.g.

celebra - **tion.**

- Shuffle and deal out five pieces of words to each player. Place the remainder face down. Play like rummy. The object is for each player to make the most words. Take it in turns to take a new card and make a new word. Of course some roots will take either suffix to make a word; others, only one.
- The game can also be played with the **'ive'** and **'tion'** words.
- Make up activities for the following suffixes:

- ic	*Icelandic*	*cubic*	*bionic*	*comic*
	cynic	*septic*	*pathetic*	
- ist	*scientist*	*sexist*	*feminist*	*cubist*
	soloist	*cyclist*	*dentist*	*typist*
- al	*universal*	*logical*	*spherical*	*comical*
	cylindrical	*special*		

- ive words
festive
supportive
reflective
disruptive
relative
attractive
productive
additive
motive
secretive
adjective

- ion words
reflection
disruption
relation
attraction
production
addition
subtraction
motion
station
preparation
satisfaction

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	3
Strand	W 10

Objectives

To distinguish the two forms: its (possessive, no apostrophe) and it's (contracted, 'it is') and to use these accurately in own writing.

N.B.
The link with the sentence level work is important here. Children need to be able to identify possessive pronouns *(its, his, hers, whose)* so that they know that an apostrophe is not needed.

Activities

Class

Stage 1

- Write the following passage on the board or make a laminated poster.

"Whose bag is this?" asked Miss Peters.
"Mary's," replied Jim.
"No, it is not, it is Harry's," argued Rod.
Jim jumped up to get a closer look. "No, it is Mary's. It is hers."
"It is Harry's. It is his. I saw him with it yesterday."
"Let us look inside," sighed Miss Peters.
She picked it up.
"Look its strap is hanging off and its lock is broken."
She pulled out a book.
"Mary Smith," she announced. "Who is going to take it for her then?"
"I will," said Enya.
"Right, thank you. Whose is this coat? Who is the proud owner of this coat?"

- Read it through exactly as it is written. Ask the children to pick out all the names of the children.
- Next the children should explain why some have apostrophes and some not. Then they look for all the other words (the pronouns) which describe possession *(whose, his, hers, its)*. They should notice that even though they end in 's' they do not have an apostrophe because they are words which mean that someone possesses something - they are possessive pronouns.

Group

- The children can look through their books to find examples of possessive pronouns.
- You could write sentences without the possessive pronouns and ask the children to change all the nouns to pronouns.

This is mum's and this is dad's.
You take Betty's and I will take Nigel's.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	3
Strand	W 10

Objectives

To check and secure correct application and spelling of pronouns linked to grammar work.

N.B.
The link with the sentence level work is important here. Children need to be able to identify possessive pronouns *(its, his, hers, whose)* so that they know that an apostrophe is not needed.

Activities

Class

Stage 2

- When you are satisfied that the children are confident in possessive pronouns show them the story again.
- Read it through and ask the children if it sounds like people talking to one another.
- Either ask them to change it to make it more natural or read it again in a more natural manner changing each 'it is' to 'it's', the 'let us' to 'let's' and the 'who is' to 'who's'.
- Ask the children what the differences are.
- On the board rub out the 'it is' on line three and replace it with 'it's', explaining that the apostrophe stands instead of the 'i' in 'is'. The children can then change the others.
- Then discuss the examples of 'its' and 'whose' as pronouns and 'it's' and 'who's' as contractions of two words into one.

Group

- The children could have a written conversation.

Child 1 Whose book is the best?
Child 2 Charlie's. Who's going to be first out today?
Child 1 Max. He's always first. It's raining. I'm not going out.
Child 2 Whose turn is it to clean the board? It's not Sam's.
Child 1 No, it's not his, it's Imran's.

Relevant published materials/resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.*

Non-Fiction: *(i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes;

Activity and Worksheets

Y4 T3 S1 Changing words

Sentence construction and punctuation

2. to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading;
3. to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.:
   - the order of words;
   - verb tenses;
   - additions and/or deletions of words;
   - changes to punctuation;

Activity and Worksheets

Y4 T3 S3 Making questions 1

Y4 T3 S3 Making Questions 2

4. the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *'if..., then'; 'on the other hand...'; 'finally'; 'so'.*

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Additional Literacy Support (ALS) (includes video)

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 4 Term 1

Year 4 Term 2

Year 4 Term 3

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NLS Activity Resource Sheet

Year	4
Term	3
Strand	S 1

Objectives

To understand that some words can be changed in particular ways and others cannot e.g. changing verb endings, adding comparative endings, pluralisation, etc., and that these are important clues for identifying parts of word classes.

Activities

Shared or Group Reading

- Collect the most common endings that can be added on to words and list examples, e.g. *s, es, ed, ing, ly, er, est.*
- What do the children notice about the different columns? What sort of words come into the *s, es* groups? What type of words is listed under *ed, ing*? What about *er* and *est*?
- Link to work on spelling. Create charts.
- Use colour-coded words to support children who need to revisit word classes before categorising words by changes in spelling.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	4
Term	3
Strand	S 3

Objectives

To understand how the grammar of a sentence alters when the sentence type is altered, e.g. a statement is made to a question, a question becomes an order, a positive statement is made negative.

Activities

Shared and Group activity

- Identify negatives in sentences. Which words or parts of words need to be taken out to make the sentence positive? Collect and list negative words, e.g. *no, neither, nothing, nobody, never, not* and prefixes, e.g. *un-, mis-, non-*. List words using negative prefixes.
- Give children sentences, and then a passage, to transform, positive to negative or vice versa. This can be amusing, for instance, by transforming advertising slogans, e.g.

The powder that is not guaranteed to keep you clean. Feel dreadful about yourself in the slowest car ever invented, etc.

- List positive and negative views or points about different aspects, e.g.

> 'Five positive things about school'.
> 'Five negative points about the new motorway'.
> 'Five negative points about smoking', etc.

- Read **Nothingmas Day** by Adrian Mitchell. Attempt own version in writing about a different subject.
- Practise altering sentence types in Shared Writing, considering what
  - happens when sentences are altered, noting:
  - the order of words;
  - verb tenses;
  - additions and/or deletion of words;
  - changes to punctuation.

Relevant published materials/resources

Nothingmas Day, Adrian Mitchell – in **Balloon Lagoon** (Orchard Books).

NLS Activity Resource Sheet

Year	4
Term	3
Strand	S 3

Objectives

To understand how the grammar of a sentence alters when the sentence type is altered.

Activities

Shared or Group activity

- Investigate sentences, e.g. by searching for the shortest/the longest.
- Then list different types and create a wall chart, labelling the main types:

statements,
questions,
exclamations (often introduced by 'what' or 'how'), and
orders ('Put that down').

- Consider the difference between 'possibilities' and 'certainties', e.g.

I might go to work - I am going to work.

- Provide short burst activities where children transform several sentences or a short passage, using suggested categories, e.g. from 'question' into 'statement'.
- Write questions before using non-fiction texts to seek answers.
- List statements of belief about poems or books being studied.
- List questions to ask a dragon, a mermaid, an alien, etc.
- List possibilities about poems or novels being studied.
- Transform dialogue questions to orders, working in pairs.
- Transform simple sentences by using different connectives.
- In pairs, generate questions and imaginative or factual answers, e.g.

How hot is the sun?
The sun is as hot as an explosion of curry in a furnace.

- In pairs, write affirmatives and negatives, e.g.

What I like about mint is its freshness.
What I do not like about mint is that it tastes like toothpaste.

Relevant published materials/resources

department for
education and skills

Raising Standards TheStandards*Site*

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The National Literacy Strategy

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ■
Comprehension and composition

Range
Fiction and poetry: *stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.*
Non-Fiction: *(i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text;

Activity and Worksheets
- Y4 T3 T1 Moral, cultural and social issues in stories
- Y4 T3 T1 A character circle
- Y4 T3 T1 Key points in a story

2. to read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate;

Activity and Worksheets
- Y4 T3 T2 Stories from other cultures

3. to understand how paragraphs or chapters are used to collect, order and build up ideas;
4. understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;
5. to clap out and count the syllables in each line of regular poetry;
6. to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme;
7. to recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;

Activity and Worksheets

Related Items
- Medium frequency words to be taught through Years 4 and 5
- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Additional Literacy Support (ALS) (includes video)

Downloads
- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 4 Term 1
- Year 4 Term 2
- Year 4 Term 3

BEST COPY AVAILABLE

Y4 T3 T7 Simple forms of poetry

8. to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution;
9. to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;

Activity and Worksheets
Y4 T3 T9 Stories or poems by favourite author

10. to describe and review own reading habits and to widen reading experience;

Writing composition

11. to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character;
12. to write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story;
13. to write own longer stories in chapters from story plans;
14. to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others;
15. to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language;

Non-Fiction
Reading comprehension

16. to read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;

Activity and Worksheets
Y4 T3 T16 Arguments
Y4 T3 T16 Comparing and evaluating arguments

17. how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments;
18. from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader;
19. to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words;

Activity and Worksheets
Y4 T3 T19 Evaluating advertisements

20. to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;

Writing composition

21. to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules;

Activity and Worksheets

- Y4 T3 T21 Points of view
- Y4 T3 T21 Planning a presentation

22. to use writing frames if necessary to back up points of view with illustrations and examples;
23. to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader;
24. to summarise in writing the key ideas from, e.g. a paragraph or chapter;
25. to design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.

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NLS Activity Resource Sheet

Year	4
Term	3
Strand	T 1

Objectives

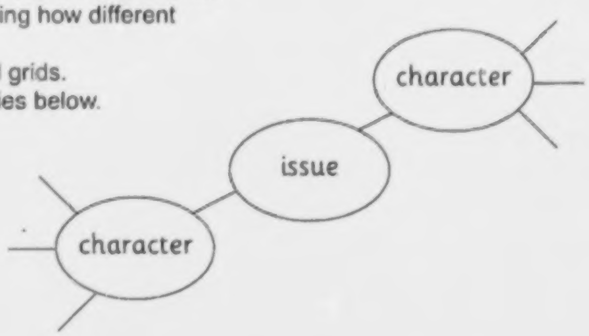
To identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text.

N.B.
Base the activities on a story that raises a moral/ social issue and which the children are sharing as a class novel outside the literacy hour.

Activities

Class

- Prompt the children to identify and discuss:
  - key events in the story and how different characters respond to them;
  - social, moral and cultural issues that underlie these events, asking, *What's this about?* and considering how different characters relate to the issues.
- Record ideas using spider diagrams and grids.
- Demonstrate and talk through the activities below.



Group

- Draw and annotate a web diagram showing how different characters respond to issues in the story.
- Choose a key episode, especially a turning-point or moment of decision. Write thought bubbles showing what a character is thinking at that moment. Two thought bubbles could show internal debate or conflict. A thought bubble and a speech bubble could show the difference between what is said and what is thought.
- Prepare cards with characters' names and the beginning of statements about their thoughts and feelings in the face of a dilemma, e.g. *What I want to happen now is ... ; What I want to know is ...* At key moments in the story, the children take a card of each kind, discuss the situation and the character's perceptions and feelings, and complete the statement. See the Photocopiable Resource Sheets.

Plenary

- Individuals act out statements about a character's feelings and thoughts. The class try and guess which character is speaking.
- Hot seating: character answers questions about how they dealt with their dilemma.

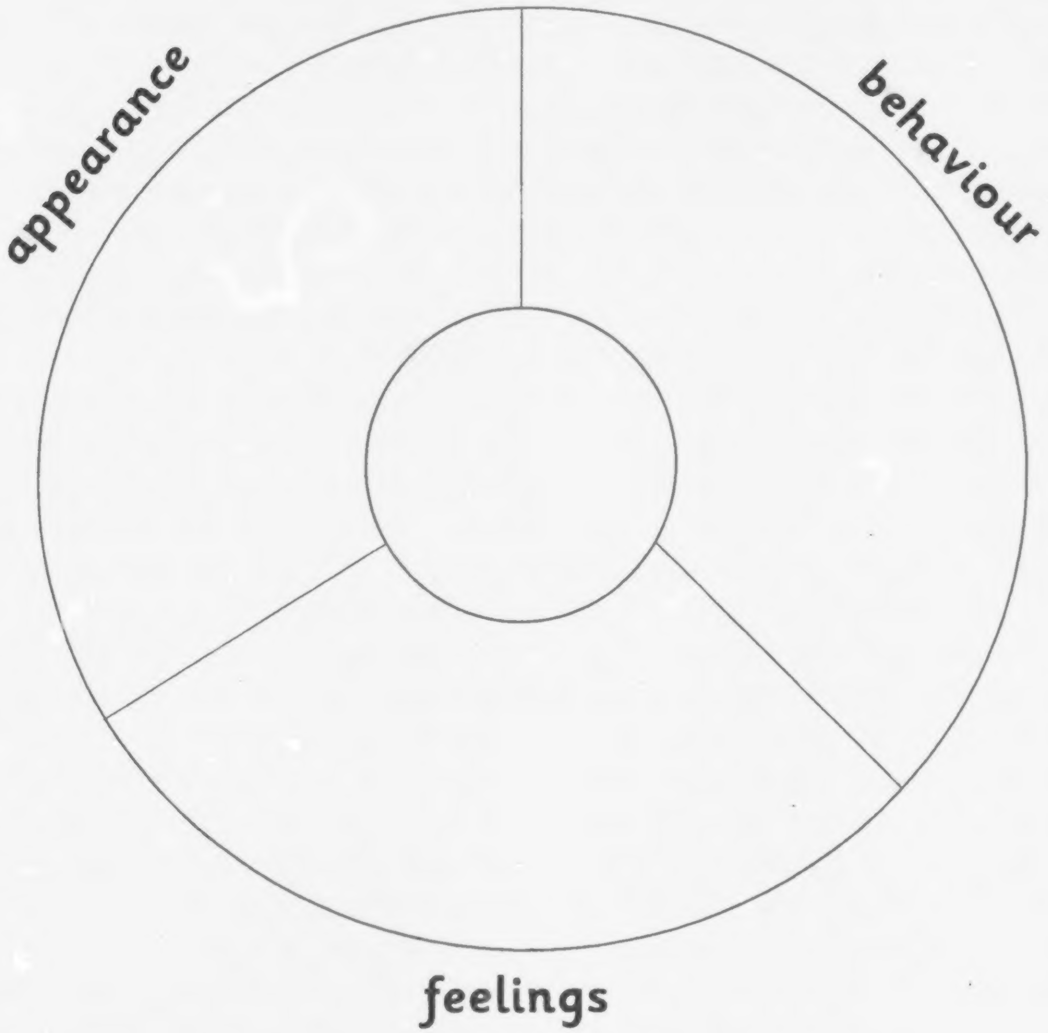
Relevant published materials/resources

Bill's New Frock, Anne Fine (Mammoth). **The Battle of Bubble and Squeak,** Phillipa Pearce. **Different Dragons,** Jean Little (Viking Kestrel); **Conker,** Michael Morpurgo (Banana Books, Heineman); **The Story of Tracey Beaker,** Jacqueline Wilson (Transworld).

Name:
Date:

A character circle

Draw a picture of your character in the middle circle.
In the outer circle, describe what your character is like.


appearance
behaviour
feelings

My character is: ______________________________

from the story: ______________________________

Key points in a story

What I really want to happen now is …

At this moment in the story I'm feeling really …

What I don't want to happen now is …

What I'd like to do at this moment is …

Why can't I …

What I want to know is …

The thing that really worries me is …

I don't understand why …

I don't like …

What makes me angry is …

NLS Activity Resource Sheet

Year	4
Term	3
Strand	T 2

Objectives

To read stories from other cultures by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate.

Activities

Class

- *Beginning in the Middle:* Photocopy an extract from a novel set in an unfamiliar location or different historical period. (A novel set in America or the Caribbean can be a rich source for language study.) Explain the task in terms of detective work. *Where is it set? When? Through whose eyes is the story told? Mood?* Find as many clues as you can.
- Are there any details, e.g. characters' feelings, which seem familiar?

Group

- Collect clues and agree a group opinion about where/when the story takes place. Write each clue you have found onto a separate slip of paper, e.g. *rubbish is called garbage*.
- List anything the group already knows about this country and note where the information came from.
- Using extracts already shared with the class, annotate or highlight any clues.
- Using a children's illustrated picture book extract, use visual clues to support understanding.

Plenary

- Collect clue slips for use in the future. Groups are given sets of clues to match up with extracts. The teacher can prepare some as well.

Relevant published materials/resources

Where is Julius?, John Burningham (Red Fox). **Katy Morag**, Mauri Hedderwick (Collins). **Bringing the Rain to Kapiti Plain**, Aardema (Macmillan). Stories by Ruskin Bond or Jamila Gavin. **Keeping Henry**, Nina Bawden (Puffin). **Heidi**, Johanna Spyri (Puffin). **The Future Telling Lady**, James Berry (Puffin). **War Boy,** Michael Foreman (Puffin). **Tales of a Fourth Grade Nothing,** Judy Blume (Macmillan). **Mouldy's Orphan,** Gillian Avery (Puffin).

NLS Activity Resource Sheet

Year	4
Term	3
Strand	T 7

Objectives

To recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs.

Activities

Shared or group reading

- Use poetic terms, and encourage children to use terms, whilst discussing poems.
- Children could create a wall chart or 'poetry glossary', listing 'terms' beside examples.
- Encourage children to create wall charts for different poetic forms. Each group might explore a different form then create a chart listing characteristics and annotating an exemplar poem, identifying features.
- Create a class anthology for which each pupil selects one of their own poems plus a poem/verse/line/phrase from a published poem. Each child writes briefly their reasons for selection.
- Present an anthology as a 'poet tree' with poems on leaves and reasons on the other side of the leaf. Have branches of different types, e.g. the 'haiku' branch, the 'free verse' branch, etc.
- Respond to different forms of poems in a range of ways, as in the chart opposite.

Ways of responding
Sharing first impressions.
Identifying effective use of language.
Discussing questions.
Selecting key line or image and sketching.
Preparing a reading; dramatising the event.
Writing questions for the poet.
Listing statements about the poem.
Setting poem to music or dance.
Writing in response to the poem in another form e.g. diary, letter, 50-word saga, news item.
Cut up poem, for children to reassemble, by verse, line or word.
Cloze procedure.
Omit title for children to make an 'informed' guess.

Shared or group writing

- Select different forms to write over a period of time. Introduce sessions by reading examples of a chosen form. Investigate and discuss the structure and possible subjects that might be appropriate. Experiment, writing the selected form as a class.
- Children should attempt own poems in the same form, experimenting with words and ideas.
- Demonstrate revising by working on a first draft. Create a wall chart of different ways to polish/improve writing, e.g. some sentences can be trimmed. Encourage revision in pairs and individually.

'the seagull was swooping' — 'the seagull swoops'.

- Children could read their own work aloud for group or class to identify strengths and possible improvements.

Relevant published materials/resources

Various anthologies and collections, e.g. **The Kingfisher Book of Children's Poetry,** ed. Michael Rosen (Kingfisher).

NLS Activity Resource Sheet

Year	4
Term	3
Strand	T 9

Objectives

To read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work.

Activities

Class

- Present three short extracts from different stories by the same author.
- Look for common features, e.g. presentation of character, humour, themes.
- Using personal reading records to jog the children's memories, make a list of popular writers and the titles of some or their books. Vote on the most popular.
- Discuss what makes writers popular. Explain that the task will be to create a Top Ten list.
- Explore sources of information, e.g. blurbs, catalogues, publishers' posters, letters to authors.

Our Top Ten Writers are

Group

- Ask each group to choose a favourite writer. Provide some research resources, e.g. books, publishers' catalogues.
- The children brainstorm what they know already. One member of group should be elected as scribe. List questions they need to pursue.
- Make notes about their writer's six best points in single, telling adjectives, e.g. *exciting, mysterious, unputdownable, true to life, understanding.*
- Decide how to present the information, e.g. posters with words in bubbles, quotations from blurbs.
- Begin to draft a letter to the writer if alive, if not, to the publisher.

Plenary

- The groups report on their progress so far and share ideas for presentation.

Extension

- Spread the idea to other classes and year groups to culminate in a school Top Ten for a display in the school library.

Relevant published materials/resources

Collection of good publishers' catalogues e.g. Puffin, Transworld. Waterstones' Guide to Children's Books. **Puffin People** packs. Smarties Prize and other competition information. **Books for Keeps**. Publisher's posters and promotional materials. **Reasons for Writing** (Ginn). Dick King Smith.

Name:
Date:

Arguments

Argument	Evidence	Our comments
Pictures used		

NLS Activity Resource Sheet

Year	4
Term	3
Strand	T 16 – 18

Objectives

To read, compare and evaluate examples of arguments and discussions. How arguments are presented; how statistics, graphs, etc. can be used to support arguments. From examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader.

Activities

N.B.
You will need to have collected a series of texts on a particular issue, e.g. building a fifth terminal at Heathrow, the banning fox hunting bill.
Create a display, from which texts can be removed, and encourage children to contribute.

Class

- Select one or two texts from the display. Enlarge these on an OHT and provide multiple copies if possible.
- In Shared Reading discuss how arguments are developed.
- Highlight:
  - the point of the argument;
  - further details and evidence;
  - facts and opinions;
  - use of connectives, e.g. however, because, never-the-less, so;
  - graphs and charts, and the visual presentation of the data;
  - pictures chosen to support the case.

Group

- In pairs the children 'deconstruct' the text studied in the whole-class introduction, using the Photocopiable Resource Sheet.
- They repeat this activity with another text selected from the display, if possible taking the opposite point of view.

Relevant published materials/resources

Issues, Magic Bean In-Fact (Heinemann). **Ian and Fred's Big Green Book** (David Bennett Publishing).

NLS Activity Resource Sheet

Year	4
Term	3
Strand	T 19, 25

Objectives

To evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented. To design an advertisement, such as a poster or radio jingle on paper or screen, making use of linguistic and other features learnt from reading examples.

Activities

Class

- Enlarge an advertisement on OHT or provide multiple copies.
- Discuss the advertisement, drawing attention to the image, headline, how it attracts attention, persuasive language, actual hard facts compared with rhetoric, etc.
- Annotate the advertisement and discuss it.

N.B.
You will need to have collected a series of advertisements on a theme, e.g. toys, books, sweets, cars. Mount a display and encourage the children to add to it. Keep a note of where the advertisements came from as this provides evidence of the intended audience.
You will need to use the advertisements from the display or have duplicates.

Group

- Stick the advertisements on a larger sheet. Ask pairs of children to annotate as in the class activity.
- Provide the children with a picture of an item, e.g. washing-up liquid, to advertise. Ask them to annotate the picture and write a persuasive text for it. Then compare this with the original. Conversely, give the children the text and ask them to add the image.
- Give the children an image, e.g. the latest electronic toy. Ask them to write the text for publication in a child's magazine. Next, suggest that they write an alternative text for a parents' magazine.
- Write an advertisement for your school.
- Go through the text of an advertisement, underlining all the adjectives and adverbs. Replace these with *negative* alternatives. Compare the effects.

Extension

- Look at classified advertisements in newspapers to examine how they are designed.

Relevant published materials/resources

Name:
Date:

Points of view

There is a lot of debate about ...

Some people, such as ...
say that ...

They also claim ...

However, other groups, such as ....
disagree. They say ...

They argue that ...

After looking at both sides of the debate, I think ...

NLS Activity Resource Sheet

Year	4
Term	3
Strand	T 21

Objectives

To assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules.

Activities

Class

- Model a writing session using evidence collected in **Y4 T3 T16–18.**
- Use enlarged 'prompts' for planning, e.g. *We believe that ..., This class thinks ..., Have you ever considered ...?*
- Go through each point logically:

point 1 ____________________
evidence ____________________

point 2 ____________________
evidence ____________________

- Draw attention to the structure and language features such as logical and causal connectivities, etc. Draw on knowledge discussed in **Y4 T3 T16–18** to come to a conclusion.

Group

- Use the modelled planning from the class lesson to write up as a piece of continuous prose. Use a writing frame, as in the Photocopiable Resource Sheet, for some children if needed.

Relevant published materials/resources

YEAR TERM

5 1

Range

Fiction and poetry: *(i) novels, stories and poems by significant children's writers; (ii) play-scripts; (iii) concrete poetry.*

Non-Fiction: *(i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;

3 to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

4 to examine the properties of words ending in vowels other than the letter 'e';

5 to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add -s to most words; add -es to most words ending in -s, -sh, -ch; change -f to -ves; when -y is preceded by a consonant, change to -ies; when -y is preceded by a vowel, add -s;

6 to collect, and investigate the meanings and spellings of words using the following prefixes: *auto, bi, trans, tele, circum*;

Vocabulary extension

7 to explain the differences between synonyms, e.g. *angry, irritated, frustrated, upset*; collect, classify and order sets of words to identify shades of meaning;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 investigate word order by examining how far the order of words in sentences can be changed:

- which words are essential to meaning;
- which can be deleted without damaging the basic meaning;
- which words or groups of words can be moved into a different order;

2 to understand the basic conventions of standard English and consider when and why standard English is used:

- agreement between nouns and verbs;
- consistency of tense and subject;
- avoidance of double negatives;
- avoidance of non-standard dialect words;

3 to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;

4 to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers;

5 to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through:

- finding and comparing examples from reading;
- discussing contexts and reasons for using particular forms and their effects;
- transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;

Sentence construction and punctuation

6 to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to analyse the features of a good opening and compare a number of story openings;

2 to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution;

3 to investigate how characters are presented, referring to the text:

- through dialogue, action and description;
- how the reader responds to them (as victims, heroes, etc.);
- through examining their relationships with other characters;

4 to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays;

5 to understand dramatic conventions including:

- the conventions of scripting (e.g. stage directions, asides);
- how character can be communicated in words and gesture;
- how tension can be built up through pace, silences and delivery;

6 to read a number of poems by significant poets and identify what is distinctive about the style or content of their poems;

7 to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns;

8 to investigate and collect different examples of word play, relating form to meaning;

9 to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described;

10 to evaluate a book by referring to details and examples in the text;

11 to experiment with alternative ways of opening a story using, e.g. description, action, or dialogue;

12 to discuss the enduring appeal of established authors and 'classic' texts;

8 to identify word roots, derivations and spelling patterns, e.g *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling;

9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. *the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up*. Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing;

10 to use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly*, using a thesaurus to extend vocabulary.

7 from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks;

8 to revise and extend work on verbs (see Y4 objectives), focusing on:

- tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will;
- forms: active, interrogative, imperative;
- person: 1st, 2nd, 3rd. Identify and classify examples from reading; experiment with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning;

9 to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.

Writing composition

13 to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal;

14 to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters;

15 to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail;

16 to convey feelings, reflections or moods in a poem through the careful choice of words and phrases;

17 to write metaphors from original ideas or from similes;

18 write own playscript, applying conventions learned from reading; include production notes;

19 to annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience;

20 to evaluate the script and the performance for their dramatic interest and impact;

Non-Fiction

Reading comprehension

21 to identify the features of recounted texts such as sports reports, diaries, police reports, including:

- introduction to orientate reader;
- chronological sequence;
- supporting illustrations;
- degree of formality adopted;
- use of connectives, e.g. *first…next…once;*

22 to read and evaluate a range of instructional texts in terms of their:

- purposes;
- organisation and layout;
- clarity and usefulness;

23 to discuss the purpose of note-taking and how this influences the nature of notes made;

Writing composition

24 to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event;

25 to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games;

26 to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking;

27 to use simple abbreviations in note-taking.

department for
education and skills

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The National Literacy Strategy

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■ NLS Framework ◻ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ⊟
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *(i) novels, stories and poems by significant children's writers; (ii) play-scripts; (iii) concrete poetry.*
Non-Fiction: *(i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Spelling strategies

1. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

Activity and Worksheets

- Y5 T1 W1 Glossary work
- Y5 T1 W1 My spelling journal
- Y5 T1 W1 Spelling logs

2. to use known spellings as a basis for spelling other words with similar patterns or related meanings;

Activity and Worksheets

- Y5 T1 W2 Spelling

3. to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Activity and Worksheets

- Y5 T1 W3 Independent spelling strategies 1
- Y5 T1 W3 Independent spelling strategies 2

Spelling conventions and rules

4. to examine the properties of words ending in vowels other than the letter 'e';
5. to investigate, collect and classify spelling patterns in pluralisation,

Related Items

- Medium frequency words to be taught through Years 4 and 5
- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly planning Sheet
- Year 5 Term 1
- Year 5 Term 2
- Year 5 Term 3

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construct rules for regular spellings, e.g. add *-s* to most words; add *-es* to most words ending in *-s*, *-sh*, *-ch;* change *-f* to *-ves;* when *-y* is preceded by a consonant, change to *-ies;* when *-y* is preceded by a vowel, add *-s;*

Activity and Worksheets

Y5 T1 W5 Spelling patterns 1
Y5 T1 W5 Spelling patterns 2
Y5 T1 W5 Plural patterns 1
Y5 T1 W5 Plural patterns 2

6. to collect, and investigate the meanings and spellings of words using the following prefixes: *auto, bi, trans, tele, circum;*

Vocabulary extension

7. to explain the differences between synonyms, e.g. *angry, irritated, frustrated, upset;* collect, classify and order sets of words to identify shades of meaning;
8. to identify word roots, derivations and spelling patterns, e.g. *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling;

Activity and Worksheets

Y5 T1 W8 Word roots, derivations and spelling patterns
Y5 T1 W8 Root or base words

9. to collect and classify a range of idiomatic phrases, clichês and expressions, e.g. *the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up.* Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing;
10. to use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly*, using a thesaurus to extend vocabulary.

Name:
Date:

My spelling journal

Words I didn't know I knew	Words to practise

Name:
Date:

Glossary work

Don't forget to put your glossary entries in alphabetical order.

Word or phrase	Definition

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 1

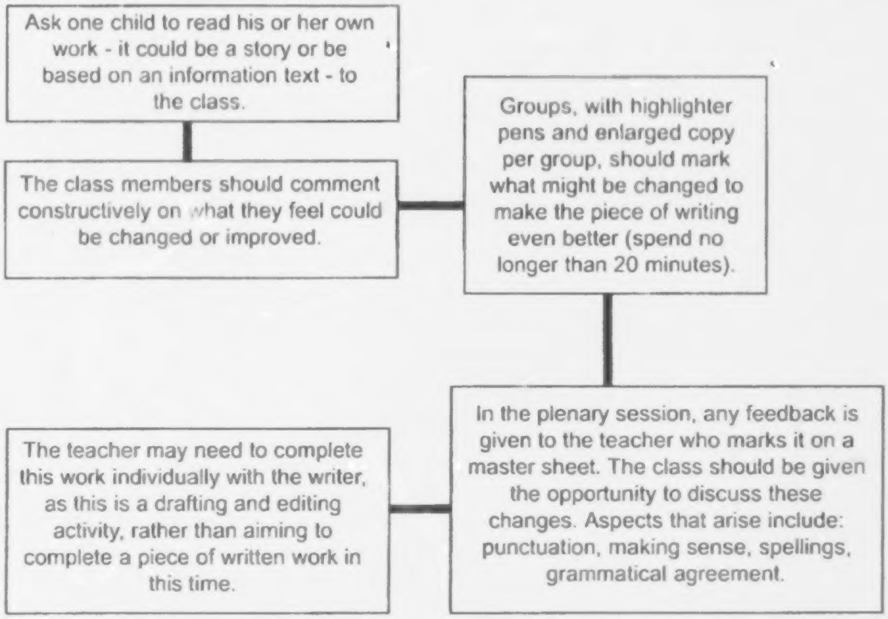
Objectives

To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.

N.B.
Detailed spelling checks should come after checks for coherence (sense) and intention.

Activities

Class



Ask one child to read his or her own work - it could be a story or be based on an information text - to the class.

The class members should comment constructively on what they feel could be changed or improved.

Groups, with highlighter pens and enlarged copy per group, should mark what might be changed to make the piece of writing even better (spend no longer than 20 minutes).

In the plenary session, any feedback is given to the teacher who marks it on a master sheet. The class should be given the opportunity to discuss these changes. Aspects that arise include: punctuation, making sense, spellings, grammatical agreement.

The teacher may need to complete this work individually with the writer, as this is a drafting and editing activity, rather than aiming to complete a piece of written work in this time.

Group

- Children should keep personal spelling journals to keep records of *words that I didn't know I knew* as well as *words to practise*. See Photocopiable Resource Sheet.
- Practice should be provided with children handwriting their word lists. These should be based on visual patterns.
- Children could find associated words themselves (from word banks or some computer spell checks) to practise with a spelling they need to learn.

Relevant published materials/resources

First Steps Spelling Resource Book, First Steps Spelling Developmental Continuum, (Heinemann).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 2

Objectives

To use known spellings as a basis for spelling other words with similar patterns or related meanings.

Activities

Group

- Encourage the class to collect *difficult* spellings and discuss ways of remembering them.
- Wherever possible make visual links with other words for practising through handwriting, preferably at speed.
- Collect words with prefixes and suffixes which have a focused meaning, e.g. *aqua, hydro, tele, bi, tri, uni, phone, mini, maxi, hyper.*
- Make a class glossary collection of prefixes/ suffixes for reference. Add words as they are read, talked about and used.
- Keep and develop personal spelling journals. Also keep categories of words with the same pattern, e.g. prefix, suffix, topic/subject, difficult words.
- Practice should still be with handwriting strings wherever possible.

People

People **E**at **O**range **P**lants **L**eft (by) **E**lephants

Say **people,** using letter names of **E** and **O**

Compare with words with same **eo** pattern, e.g. **leopard, leotard**

Separate

There is **a rat** in sep**arat**e

Sep**ar**ate **par**ts

Para is like **para**chute

Piece

a **pie**ce of **pie**

Bus

a **bus** in **bus**y

Amusement

use in am**use**ment

Relevant published materials/resources

Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

Activities

WAYS TO HELP LEARN SPELLINGS

Beat out the syllables. Write out each beat as you say it, e.g. *re - mem - ber.*
Highlight the trickiest parts of the word. Over-write them.
Link new words with words you can already spell (analogy).
Look for spelling patterns and rules.

VISUAL LEARNERS

Change the look of the word, e.g. *div/ide; re/ceive.*
Find words within words, e.g. *foreign, sovereign; "There's a 'rat' in separate".*

AUDITORY LEARNERS

Change the sound of the word: exaggerate pronunciation, or change it, e.g. *b-e-a-utiful; Wed-nes-day.*
Say letter names in rhythm, e.g. *pe-op-le.*
Use rhythm to learn confusing patterns, e.g. *-i-o-n.*
Use mnemonics, e.g. *I Go Home Tonight; Only Ugly Lads Dance; Big Elephants Can Always Use Some Eggs.*

KINAESTHETIC LEARNERS

Trace the letters with a finger as you say or visualise the word.

EVERYONE

Learn the derivation - etymology - of words: *television, telephone, sincere, foreign.*
Remove or add prefixes and suffixes.

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13,** S. Hackman and L. Trickett (Hodder and Stoughton). **ACE Spelling Dictionary**, D. Moseley (LDA).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

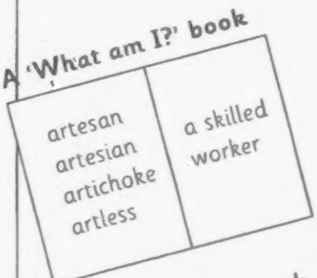
N.B.
Activities can be modelled and then developed in groups.
Uses of technical and jargon words in the appropriate context is to be encouraged, but within narrative writing over-use of new words can become artificial.

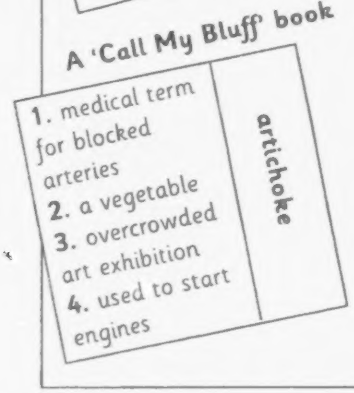
Activities

Class

- To develop speed at finding words in dictionaries and practising alphabetical order skills, pairs of children could select words for others to find. The first finder has to read the definition and the teams keep scores.
- Where a range of dictionaries is used, discuss the advantages and disadvantages of brevity and fullness of entries.
- To encourage children to use new vocabulary, discuss new words in plenary sessions. Demonstrate ways to include words particularly in spoken explanations and reports, and across a range of written genres. Make a distinction between fiction and non-fiction/information uses.

horrid? horrible? horrendous?





Group

- To extend vocabulary and the understanding of clearer meanings, ask children to find a word in a Thesaurus, e.g. *horrible* and write down all the words given in one column. Then find alternatives to this list. Cross out the ones that are the same and the words which do not quite mean *horrible*.
- Create class glossaries through index work. See the Photocopiable Resource Sheet.
- Make glossaries for information books which do not have them.
- Use glossaries for word definition games. Make four sets on card. Children play *Kim's Game* or *Happy Families*, collecting a whole mixed set or four of the same. After 20 minutes regroup for plenary feedback. Use for technical terms.
- Look at joke books and find jokes where there is a play on words, e.g. Knock Knock jokes.
- Create a *What am I?* book for other groups/classes, with clues and a range of three to four words to choose from, which can only be checked using a dictionary.
- Create a *Call My Bluff* book, using one word and range of definitions for each page. This makes players look closely at words.
- This can be linked to a topic, e.g. looking at word derivation - *aqua* and *hydro* for water, useful for science, or for history.

Relevant published materials/resources

A range of Dictionaries and Thesauruses.
Software: **Children's Dictionary,** Dorling Kindersley. **Oxford English Dictionary** (OUP). **Oxford Thesaurus** (OUP). **Collins Electronic English Dictionary and Thesaurus** (Harper Collins). **Longmans Interactive English Dictionary** (Longman ELT). **NLA Docklands Project Pocket Book Activities Pack.**

NLS Activity Resource Sheet

Year	5
Term	1
Strand	W 5

Objectives

To investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add 's' to most words; add 'es' to most words ending in 's', 'sh', 'ch'; change 'f' to 'ves'; when 'y' is preceded by a consonant, change to 'ies'; when 'y' is preceded by a vowel, add 's'.

N.B.
One of the major reasons for dwelling on pluralisation is the confusion between pluralised and possessive nouns.

Activities

Class

- From a suitable page in a book used for Shared Reading, ask different children to point to words ending in 's'. Discuss the use of the letter 's' and that it is often used to denote a plural. Write a short passage on the white board for children to change to plural. At this stage use words to which 's' is added without any transformation of the root words, e.g. *root/roots*.

> The boy had an ice-cream. It had a milk-flake stuck in it. A dog raced round, knocking a girl off her bicycle. She dropped her bottle and it smashed. The boy gave her his ice-cream.

- Look at some phrases:
  - *the brave girls;*
  - *the black swans;*
  - *the unhappy clowns.*

These are complete phrases. Compare with:

the brave girl's . . . (smile?)
the black swan's . . . (cygnet?)
the unhappy clown's . . . (face?).

These are incomplete phrases unless followed by a noun.

Group

- Children can rewrite a few lines from a book in the plural.
- You could give the same story to two groups, one written in the singular and the other in the plural. They could rewrite them and then compare their results with one another.

Words ending in o

- These are generally words not of English origin and usually an 's' is added to form the plural. But the following words end in 'es' in the plural, e.g. *potato, tomato, volcano, hero, tornado, echo, domino, cargo, torpedo.*

Words which have irregular plurals

- Make a collection of these words. Do some of these words have any semantic (meaningful) connection?

man, foot, goose, mouse, child, ox, tooth, woman, louse, etc.

Words which retain the same form for both singular and plural

- Start a collection of words in this category, e.g. *deer, sheep, grouse, moose, fish.*

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13**, S. Hackman and L. Trickett (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	W 5

Objectives

To investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add 's' to most words; add 'es' to most words ending in 's', 'sh', 'ch'; change 'f' to 'ves'; when 'y' is preceded by a consonant, change to 'ies'; when 'y' is preceded by a vowel, add 's'.

Activities

Investigating different ways of adding the 's' to make a plural

- *s and es:* Write the following words on a card. Ask the children to read them out:
crumb/crumbs; coat/coats; fox/foxes; card/cards; church/churches; bell/bells; light/lights; ash/ashes; bus/buses.
- They should notice that words ending in certain letters (ch, sh, s, and x) become polysyllabic in the plural by the addition of 'es'. Other words simply add the 's'.
- Give children the following list of words to add 's' to. Make sure they say the singular and plural versions aloud:
coach, shell, plan, dog, church, book, goat, dress, stitch, plug, swan, branch, class, pen, crash, box, spoon.

Words ending in y

- Look at a selection of nouns ending in 'y' and then their plurals:
city/cities; puppy/puppies; fly/flies; day/days; diary/diaries; key/keys; lady/ladies; spray/sprays; mystery/mysteries; penny/pennies.
- Ask the children why some take just 's' and the others change the 'y' to an 'i' and add 'es'.
- Give some more words for them to add 's' to, e.g.
party, lily, pony, cry, toy, army, monkey, family, fly, boy, play, baby, spy, tray

Words ending in f, e.g. *thief, thieves; wolf, wolves; myself, ourselves; shelf, shelves; elf, elves;*

- Children can study these pairs of words and then write the plurals for the following: *loaf, knife, leaf, wife, half.*
- The exceptions include *proof, belief* and *roof* which never take 'ves', and *dwarf, calf, scarf, hoof,* and *handkerchief* which will do either.

N.B.
One of the major reasons for dwelling on pluralisation is the confusion between pluralised and possessive nouns.

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13**, S. Hackman and L. Trickett (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	W 8

Objectives

To identify word roots, derivations and spelling patterns, e.g. *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling.

Activities

Class

- You can whet children's appetites for word study as a whole class and once they have the idea they can go off and investigate in pairs or groups. Ask children to find the roots of some of the words in your shared text.
- Generate other words which relate to these words and make word webs.
See the example of a word web on the Photocopiable Resource Sheet.
- Draw out the relationship between all the words and in particular the explanations of silent letters in words, e.g. **sign** in which the 'g' is silent but pronounced in **signature** and **signal**. See also *bomb - bombastic, bombard; two - twin, twelve, twenty; mnemonic - amnesia*, etc. Although not a silent letter, the 'c' in **medicine** is clarified by its use in **medical**.

Groups

- Give practice in looking for the roots in words. See the Photocopiable Resource Sheet.
- Children should take a root and find as many related words as they can. As usual, with investigations, they will continue to find words over a period of time as they think of them, hear them or come across them in print. Sometimes the word webs take on a perpetual existence as new morphemes are introduced in words creating a new list. See the Photocopiable Resource Sheet.
- The children can find different ways to categorise and present the words.
- Use an etymological dictionary to look up the meanings of roots of words. Some words are misleading, e.g. *catalogue/category*.
- This leads into looking at the origins of words - Anglo-Saxons, Celts, Vikings and Normans, from Latin and Greek, and more recent imports from the Chinese, Indian, and again from the French, etc.
- Groups of related words such as months and days can be examined for their origins and meaning. Place names are very interesting to explore.
- Children can also make up new words using roots, prefixes and suffixes, e.g. *transmeter 'to measure across'*.

Plenary

- Children can bring their word webs, etc. to plenary session.

Relevant published materials/resources

Dictionary of Word Origins, J. Auto (Bloomsbury). **Mother Tongue**, B. Bryson (Penguin Books). **Spelling 9 - 13**, Sue Hackman and Liz Trickett (Hodder and Stoughton). **Rescuing Spelling**, Melvyn Ramsden (Southgate Publishers).

Root or base words

Put a ring around the root or base word of the following words:

disappearing

insignificant

undoing

discontinued

unassuming

decrease

indirect

depart

pressure

department for
education and skills

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The National Literacy Strategy

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ■
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *(i) novels, stories and poems by significant children's writers; (ii) play-scripts; (iii) concrete poetry.*
Non-Fiction: *(i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. investigate word order by examining how far the order of words in sentences can be changed:

- which words are essential to meaning;
- which can be deleted without damaging the basic meaning;
- which words or groups of words can be moved into a different order;

2. to understand the basic conventions of standard English and consider when and why standard English is used:

- agreement between nouns and verbs;
- consistency of tense and subject;
- avoidance of double negatives;
- avoidance of non-standard dialect words;

Activity and Worksheets
- Y5 T1 S2 Standard and non-standard English
- Y5 T1 S2 Standard English

3. to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;

Activity and Worksheets
- Y5 T1 S3 Editing and proof reading

4. to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers;
5. to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through:

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Downloads
- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly planning Sheet
- Year 5 Term 1
- Year 5 Term 2
- Year 5 Term 3

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- finding and comparing examples from reading;
- discussing contexts and reasons for using particular forms and their effects;
- transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;

Activity and Worksheets
Y5 T1 S5 Direct and reported speech

Sentence construction and punctuation

6. to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list;

Activity and Worksheets
Y5 T1 S6 Verbs
Y5 T1 S6 Punctuation

7. from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks;

Activity and Worksheets
Y5 T1 S7 Dialogue

8. to revise and extend work on verbs (see Y4 objectives), focusing on:

- tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will;
- forms: active, interrogative, imperative;
- person: 1st, 2nd, 3rd. Identify and classify examples from reading; experiment with transforming tense/form/person in these examples - discuss changes that need to be made and effects on meaning;

Activity and Worksheets
Y5 T1 S8 Revising Verbs
Y5 T1 S9 The imperative form

9. to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.

Name:
Date:

Standard and non-standard English

Non-standard spoken forms we use	Written standard English forms

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 2

Objectives

To understand the basic conventions of standard English and consider when and why standard English is used.

N.B.
It is important to teach standard English and acknowledge the organisation of language in non-standard dialects.

Activities

Group

- Collect different ways of saying the same things.

> Shopkeeper: "Good morning, can I help you?"
> Policeman: "'ello, 'ello, 'ello."
> Friend: "Hiya."
> Teacher: "Good morning children."

- Read a range of short texts representing language varieties.
- Discuss differences between non-standard forms and standard English.
- Collect non-standard forms for a checklist. Some will be local, therefore lists may vary in different areas. See the Photocopiable Resource Sheet.
- Use a series of questions about standard English and writing when drafting and editing to self-monitor work. See the Photocopiable Resource Sheet.
- Discuss the need for standard English in formal, written contexts. If necessary list such situations, e.g. 'We use standard English when ...'.
- Explore the difference between informal spoken English and standard written English.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 3

Objectives

To discuss, edit and proof-read their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.

N.B.
Clumsy constructions are usually evidence of experimentation and therefore can provide opportunities for development.

Activities

Class

- Discuss models of text, particularly using information texts, examining passages for clarity and discussing whether they could be improved.
- Review some information books for the current class topic in relation to:

- clarity of features supporting the finding of information
- clarity of text to read.

- Look up the same information in a range of texts and compare the texts for effectiveness.
- Encourage whole class discussion on a range of writing examples. What could be alternative ways of writing them?
- When returning work, read examples aloud and encourage the children to identify strengths and areas to improve.
- When marking, pro-actively prompt the children to improve their writing with specific suggestions and indicate specific areas of success.

Group

- Children should discuss each other's writing, particularly parts which are unclear, in both fiction and information writing.
- Discuss the relative merits and appropriateness of brief sentences and longer ones. Take an opportunity to look at how longer complex sentences need to be clearer.
- Read completed drafts round the group for comments. The children identify what is successful as well as places that need improvement.
- Revise and proof-read in pairs.

Relevant published materials/resources

Non-fiction Big Books available from publishers include **Magic Bean** (Heinemann), **Literacy Links** (Kingscourt), **Book Project** (Longman).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 5

Objectives

To understand the difference between direct and reported speech.

Activities

Class

- Ask children to 'act out' the speech parts of dialogue. A 'reporter' or 'shadow' stands behind and paraphrases the speech afterwards, e.g. *The wolf said he would huff and puff and blow the house down.* Use a simple playscript text.
- The teacher needs to transcribe so the text can be compared and contrasted, e.g.

Direct	Reported
The wolf said, "I'll huff and puff and blow the house down."	The wolf said he would huff and puff and blow the house down.

Group

- Hunt for directed and reported speech and classify. Extend this by transforming directed to reported and back again.
- Match sentence strips and classify.

"Pigs," said the wolf, "are wonderful."

The wolf said that pigs were wonderful.

- Colour the parts that stay constant. Discuss aspects that change, e.g. person, tense (sometimes), speech marks; added words.
- Relate altered tenses to altered persons and time scales.

I changes to **he**
will changes to **would**
present tenses change to the **past**

- Groups could make their own strips to match given direct or reported speech.
- Transform short passages including direct speech to entirely indirect speech.
- In the course of writing brief sections of narrative ask children to write entirely without, or with, direct speech.

Plenary

- Share examples and evaluate.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 6

Objectives

To understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.

Activities

Group

- Use published and prepared texts of fiction, poetry and information to discuss features of punctuation.
- Select passages from a book and make a key using different symbols for punctuation. Children should work out what the symbols represent.

+mr£ +lee had lost his job and it was really hard to find a new one£ +at first he sat and cursed at the +t+v or threw slippers at the dog£ +it was the day +china%s mum said *#+i won%t be home till late* +john^ could you make the dinner$# +she was just starting up in business* in partnership with her brother£ =+china%s uncle +tony* famous for his martial arts high kicks£ +he was the only one of +china%s uncles who regularly switched the light off with his big toe£=+they were going into the computer business£ From **China Lee** by Sue Limb.	**Key:** + £ % * # ^ $ =

- Practise proof-reading for punctuation as a whole class and in Guided Writing.
- Give groups a 'draft' that lacks punctuation. Differentiate this for different groups.
- Give groups a 'draft' where punctuation is muddled.
- Perform 'punctuated poems'.
- Try reading aloud passages with no punctuation or where punctuation is muddled.
- Ask children to investigate punctuation, write definitions and apply these.
- Model the use of punctuation and proof-reading.

Relevant published materials/resources

Punctuation activities based on suggestions from **Grammar and Punctuation 9–13,** Sue Hackman and Claire Humphreys (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 7

Objectives

From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks.

Activities

Class

- Share extracts from different narrative and playscript sources, including some already read with the class, using a Big Book or multiple copies.
- Investigate dialogue in narrative. Discuss clues from the text as to who speaks, how they speak, etc.
- Investigate and chart:

how dialogue is set out – in narratives, playscripts, etc.

the range of speech verbs, e.g. alternatives to 'said'

examples of kinds of sentence (question, statement, command, etc.)

Group

Children could:

- transcribe a section of dialogue into alternating speech bubbles;
- transcribe a narrative into a playscript or vice versa;
- carry out a speech verb word search. Collect verbs from skimming through different narrative texts; try to sort into different categories, e.g. by volume – *whisper, shout* – or by function – *question, statement;*
- compare how different authors favour setting out dialogue;
- use collections of speech verbs to match to collections of dialogue sentences. Which work and which do not? Why?
- demonstrate layout and punctuation, especially positioning of commas and the use of alternate lines.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 8

Objectives

To revise and extend work on verbs (see Y4 objectives) focusing on person ... experiment with transforming tense/form/person.

Activities

Shared or Group activity

- Take a few sentences in the first (I, we), second (you) and third (she/he/they) person. Show the children how to transform each with another person, considering any effect on other words, e.g.

I like ice cream.

becomes

She likes ice cream.

- Take short extracts from a biography or autobiography, e.g. **Boy** by Roald Dahl, **Cider with Rosie** by Laurie Lee or **The Moon and I** by Betsy Byars, and transform into another person.
- Rewrite short events from stories using another character's viewpoint, e.g. 'I' becomes 'she'.
- Children could write their own autobiographical snippets of memorable experiences. Ask a partner to rewrite in the third person, transforming the extract into narrative/biography. Rewrite other children's memories as if they were a reporter, transforming 'I' into 'he' or 'she'.
- Children should check each other's work for agreement. Focus on this when constructively marking children's work.
- Prepare a cloze procedure, omitting pronouns. Children have to decide what person it might be from other words.
- Use cloze procedure, omitting verbs so that the children have to decide upon the correct agreement depending on pronoun.
- Investigate different text types to see where first, second, third person are typically used. Report back to the class, e.g. *In stories you usually find ... for instance ...*

Relevant published materials/resources

Boy, Roald Dahl (Puffin). **Cider with Rosie**, Laurie Lee (Penguin). **The Moon and I,** Betsy Byars (W Morrow).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 8

Objectives

To revise and extend work on verbs (see **Y4 T1** Sentence level objectives).

Activities

Class

- Using reading books, collect examples of tenses: past, present and future.

Past	Present	Future
I was running I ran (I have run)	I am running I run	I will run I will be running

- Discuss the impact of 'trimming' verbs, e.g. *'The man was running.' 'The man ran.'*

Group

- Experiment with transforming sentences into different tenses and see which words or parts of words change (the suffixes and the auxiliaries as in the box).
- Transform from first to third person.
- Sort sentences on strips into different groups by tense or person.
- Collect and list examples of effective use of verbs in writing.
- Select one verb and write a series of sentences appropriate to different genre, tenses or person, e.g.

am to **was**

have to **had**

Twist the wheel twice (Instruction).
Flames twist (Poetic).
The drill twists as the power is turned on (Report).

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 9

Objectives

To identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.

Activities

Shared or Group activity

- Read examples of different text types and identify verb type and position. 'What can we say about the way verbs are being used in this report, recount, etc?'
- Double check initial observation in other examples. Children produce a chart that indicates text type/comment on verb/example, e.g.

Instructions	Sentences often start with verb.	Stir in sugar.
	Present or future tense.	You will need an egg.
	Sentences written as 'orders'.	Wait for two minutes.

- Devise cloze procedures of instructional/report writing, focusing on verb usage.
- Use information gathered about verbs to inform writing in different genres. Revise writing for appropriate verb usage.
- Use information gathered to 'play with genres'. For instance, writing a recipe for a good party, e.g.

> Take twenty children.
> Place in a warm room for two hours.
> Let the temperature rise.
> Stir in a conjuror and several rabbits in a hat.
> Let five overexcited children simmer.
> Top with a pinch of excitement.
> Serve with bulky presents and bright balloons.

Relevant published materials/resources

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education and skills

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The National **Literacy** *Strategy*

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■ NLS Framework   ◘ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☒
Comprehension and composition

Range
Fiction and poetry: *(i) novels, stories and poems by significant children's writers; (ii) play-scripts; (iii) concrete poetry.*
Non-Fiction: *(i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to analyse the features of a good opening and compare a number of story openings;
2. to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution;

Activity and Worksheets

- Y5 T1 T2 Story structure
- Y5 T1 T2 Comparing story structure
- Y5 T1 T2 A circular journey frame

3. to investigate how characters are presented, referring to the text:

- through dialogue, action and description;
- how the reader responds to them (as victims, heroes, etc.);
- through examining their relationships with other characters;

Activity and Worksheets

- Y5 T1 T3 Characterisation 1
- Y5 T1 T3 Characterisation 2
- Y5 T1 T3 Characterisation 3
- Y5 T1 T3 Character boxes
- Y5 T1 T3 Character sketch
- Y5 T1 T3 Character chart

4. to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays;
5. to understand dramatic conventions including:

- the conventions of scripting (e.g. stage directions, asides);
- how character can be communicated in words and gesture;
- how tension can be built up through pace, silences and delivery;

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Quality text to support the teaching of writing

Year 5 Booster Units

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly planning Sheet
- Year 5 Term 1
- Year 5 Term 2
- Year 5 Term 3

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Activity and Worksheets

- Y5 T1 T5 Character boxes
- Y5 T1 T5 Dramatic conventions 1
- Y5 T1 T5 Dramatic conventions 2
- Y5 T1 T5 Dramatic conventions 3

6. to read a number of poems by significant poets and identify what is distinctive about the style or content of their poems;
7. to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns;

Activity and Worksheets

- Y5 T1 T7 Poetic style

8. to investigate and collect different examples of word play, relating form to meaning;
9. to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described;
10. to evaluate a book by referring to details and examples in the text;
11. to experiment with alternative ways of opening a story using, e.g. description, action, or dialogue;
12. to discuss the enduring appeal of established authors and 'classic' texts;

Writing composition

13. to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal;

Activity and Worksheets

- Y5 T1 T13 Thoughts on books
- Y5 T1 T13 My reading log
- Y5 T1 T13 What's going on when you read?
- Y5 T1 T13 How to fill in you reading log

14. to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters;
15. to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail;

Activity and Worksheets

- Y5 T1 T15 Adding new scenes and characters

16. to convey feelings, reflections or moods in a poem through the careful choice of words and phrases;
17. to write metaphors from original ideas or from similes;

Activity and Worksheets

- Y5 T1 T17 Metaphors

18. write own playscript, applying conventions learned from reading; include production notes;

Activity and Worksheets

Y5 T1 T18,20 Playscripts

19. to annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience;
20. to evaluate the script and the performance for their dramatic interest and impact;

Non-Fiction
Reading comprehension

21. to identify the features of recounted texts such as sports reports, diaries, police reports, including:

- introduction to orientate reader;
- chronological sequence;
- supporting illustrations;
- degree of formality adopted;
- use of connectives, e.g. *first...next...once*;

Activity and Worksheets
Y5 T1 T21 Recount

22. to read and evaluate a range of instructional texts in terms of their:

- purposes;
- organisation and layout;
- clarity and usefulness;

Activity and Worksheets
Y5 T1 T22 Instructional Text

23. to discuss the purpose of note-taking and how this influences the nature of notes made;

Writing composition

24. to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event;
25. to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games;
26. to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking;
27. to use simple abbreviations in note-taking.

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NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 2

Objectives

To compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution.

Activities

N.B.
See also
Y3 T2 T4,
Y3 T3 T13 and
Y4 T1 T4.

Class

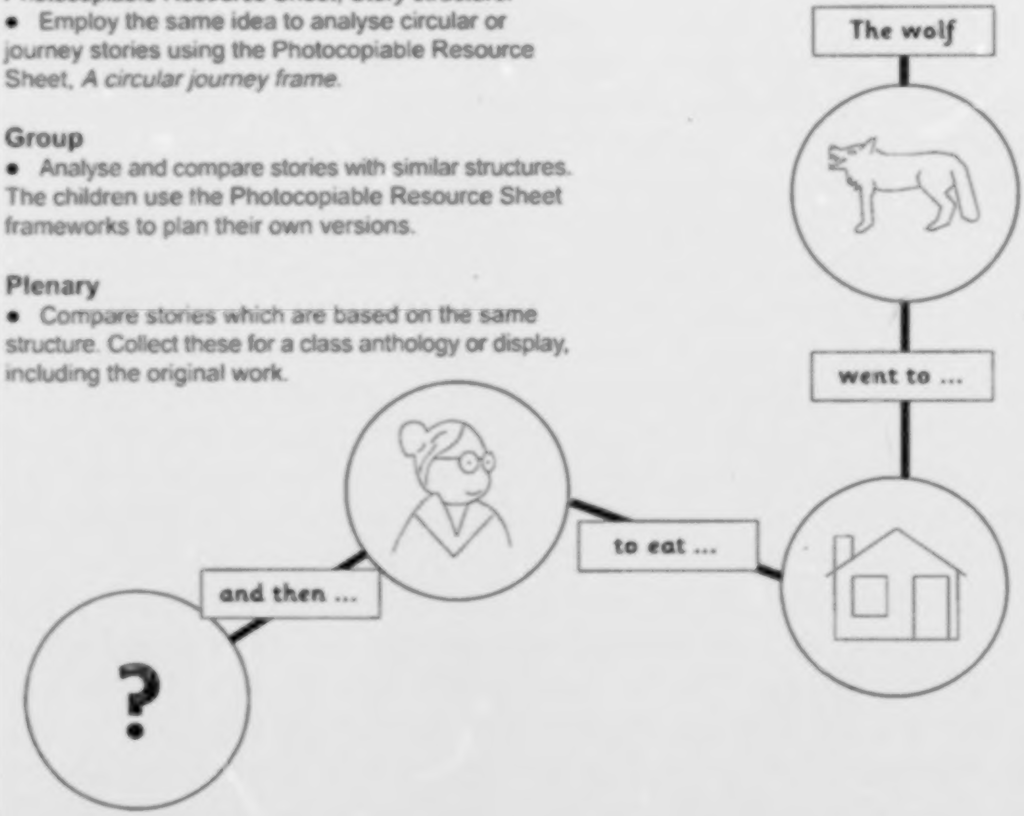
- Build on the work done in Year 4.
- Use shared texts that illustrate cumulative story structure.
- Model how to plot story structure using the Photocopiable Resource Sheet, *Story structure*.
- Employ the same idea to analyse circular or journey stories using the Photocopiable Resource Sheet, *A circular journey frame*.

Group

- Analyse and compare stories with similar structures. The children use the Photocopiable Resource Sheet frameworks to plan their own versions.

Plenary

- Compare stories which are based on the same structure. Collect these for a class anthology or display, including the original work.



Relevant published materials/resources

Mr. Gumpy's Outing, John Burningham (Puffin). **The Great Big Enormous Turnip,** many versions available. **The Battle of Bubble and Squeak,** Phillipa Pearce (Puffin). **Grandpa Chatterji,** Jamila Gavin (Mammoth). **The Suitcase Kid,** Jacqueline Wilson (Transworld). **The Napper Stories,** Martin Waddell (Puffin). **My Best Fiend,** Sheila Lavelle (Puffin).

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NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 2

Objectives

To compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution.

Activities

Class

- Discuss common features in story structure - revise/introduce new terminology.
- Discuss common features in story structure. Introduce any new terminology.
- Using a short story with a clear structure, identify the different stages in the plot under the headings:

Setting:	**Problem:**	**Conflict:**
Complication:	**Crisis:**	**Resolution:**

This helps to develop plot analysis from the simpler concepts of beginning, middle and end.

- Ask the children to define each concept. Agree definitions and display the list in the classroom for easy reference.
- Encourage brief notes to sum up each stage.
- Discuss variations, e.g. stories with several resolutions or complications.

Group

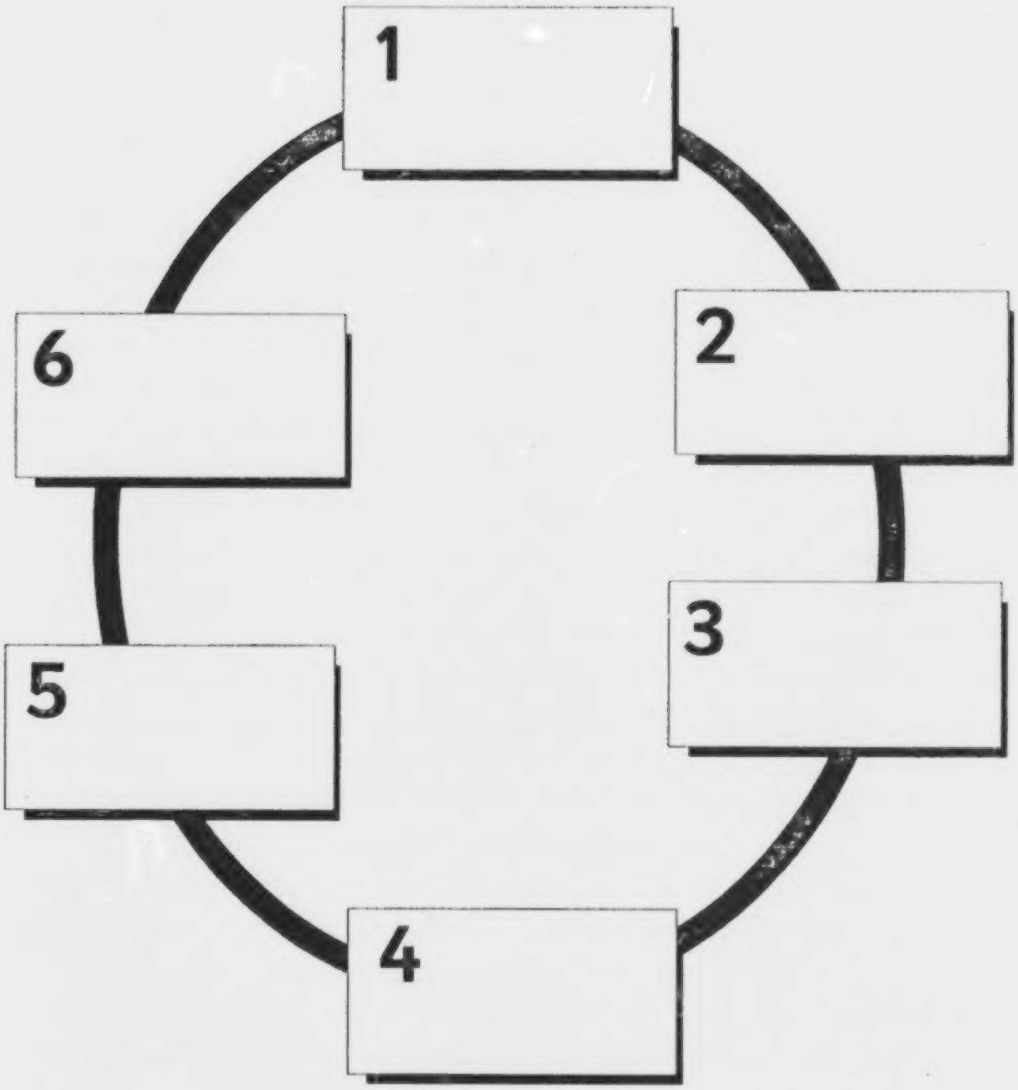
- Use the Photocopiable Resource Sheets to analyse other familar stories.

Relevant published materials/resources

Greek Myths, e.g. **Perseus,** Magic Bean (Heinemann). Familiar traditional tales, e.g. **Cinderella, Red Riding Hood. Send Three and Fourpence** in **Nothing to be afraid of,** Jan Mark (Puffin).

Name:
Date:

A circular journey frame



NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 3

Objectives

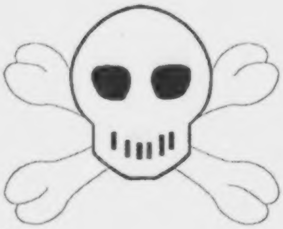
To investigate how characters are presented, referring to the text: through dialogue, action and description; how the reader responds to them (as victims, heroes, etc.); through examining their relationships with other characters.

Activities

N.B.
Base the activities on a story which the children are sharing as the class novel.

Class

- Read aloud or prepare for Shared Reading an extract including dialogue, action and description of one or more characters.
- Ask the children to say what they know about the characters involved and how they know it, locating evidence, explicit or implicit, in the text.
- Ask for personal reactions to the characters and then examine how the writer influences reader – sypathetic/unsympathetic characters.
- Highlight the three sources of information indicated in the objective, i.e. dialogue, action and description. List what is known about a character under each of these headings.



Group

- Read a similar extract. Highlight parts of the text which provide information about a character. Information from dialogue, action and description could be underlined in different colours, or listed in three columns.
- Provide three extracts:
  - the first consisting entirely or mainly of character description;
  - the second of an account of action;
  - the third of dialogue.
- Discuss and compare what can be learned about a character in each of these ways.
- Write a comprehensive description of a familiar fictional character, providing information about appearance, personality, relationships, etc.
- Re-tell an episode from a familiar story, some group members using only dialogue, the others only description or action.
- Study an extract of dialogue between two characters, e.g. Mary and Colin in *The Secret Garden*. Investigate relationships – who do you sympathise with?

Plenary

- Compare and contrast examples of children's writing. What problems were encountered? Which version works best?

Relevant published materials/resources

The Secret Garden, Frances Hodgson Burnett (Puffin). **Bully,** Jan Needle (Cascades, Collins). **Double Act** and **The Mum Minder,** Jacqueline Wilson (Transworld). **Treasure Island,** Robert Louis Stevenson (Puffin). **Grinny,** Nicholas Fisk (Cascades, Collins). **The Trouble with Donovan Croft,** Bernard Ashley (Puffin).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 3

Objectives

To investigate how characters are presented, referring to the text: through dialogue, action and description; how the reader responds to them (as victims, heroes, etc.); through examining their relationships with other characters.

Activities

N.B.
These objectives are difficult to teach as discrete lessons – they are inter-linked. They may be introduced with extracts, or at a more complex level, through complete novels.

Class

- Use either text extracts, perhaps as an introduction, or a class novel or familiar text. Read the passage and predict the importance of any character to the plot.

Group

- From either text extracts or a whole book, complete charts or graphical representations of characters. See the Photocopiable Resource Sheet. Children should always select evidence to support their assertions. Possible options include:
    - different groups focusing on different aspects, e.g. dialogue, events, adjectives and adverbs;
    - each group working on the same aspect over a week.

They should compare selections and justify them.

- Write dialogue for characters from events that are reported.
- Rewrite events from other points of view.
- Write 'Before' and 'After' sketches of a character at the beginning and end of the story, highlighting changes and what brought them about.
- Use Photocopiable Resource Sheet *Character boxes.*
- Represent a character's experience graphically, e.g. as lines on a graph, plotting relevant character dimensions, such as responsibility, consideration for others, fear.

CHARACTER						
responsible	1	2	3	4	5	irresponsible
evidence						
considerate	1	2	3	4	5	thoughtless
evidence						
anxious	1	2	3	4	5	fearless
evidence						

Relevant published materials/resources

Literacy Links – Teacher Resources – Stage 9, pages 56–60 (Kingscourt). **The Eighteenth Emergency,** Betsy Byars (Puffin). **Goodnight Mr. Tom,** Michelle Magorian (Puffin). **The Secret Garden,** Frances Hodgson Burnett (Puffin).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 3

Objectives

To investigate how characters are presented, referring to the text: through dialogue, action and description; how the reader responds to them (as victims, heroes, etc.); through examining their relationships with other characters.

Activities

N.B.
Part of the Shakespeare sequence of sheets.
Links with **Y5 T1 T5.**

Class

- Focus on the characters in your chosen Shakespeare play.
- Discuss one or two together, exploring particularly how they develop in the course of the story.

Group

- Write an acrostic poem describing the character.
- Write a page from the character's imagined diary, e.g. Banquo describing the witches, or a servant in Duncan's household.
- Write an imaginary letter from one character to another.
- In Guided Reading, look at the preceding and following scenes, noting new information about characters.
- 'Before' and 'After' attribute webs. See the Photocopiable Resource Sheet.

Plenary

- Discuss ways of presenting a character gallery as a classroom display.
- Evaluate the different characters against agreed criteria – kindest, most frightening, etc.

Extension

- Play *Who am I?*
- Model the game by taking your turn first.
- Discuss useful questions to ask, and scribe on the board, e.g.
  - *What do you look like?*
  - *How old are you?*
  - *What clothes do you wear?*
  - *How do you change in the course of the play or novel?*
  - *Do other characters love or fear you?*

- Another version of this is to play according to the rules for *20 Questions.* Players guess the character within 20 questions to which the leader may only answer yes or no.

Relevant published materials/resources

Macbeth, Midsummer Night's Dream, Romeo and Juliet,
– also on CD ROM (BBC/Collins Ed).

Name:
Date:

Character chart

My character is: ______________________________

What do you think about your character?
Fill in a score on the lines below and give your reasons.

Appearance

0 1 2 3 4 5 6 7 8

dislike **like**

because:

Feelings

0 1 2 3 4 5 6 7 8

dislike **like**

because:

Behaviour

0 1 2 3 4 5 6 7 8

dislike **like**

because:

Name:
Date:

Character boxes

Choose a character. What is your character like? Does s/he change during the play? Fill in the boxes with your evidence.

My character's name is:

My character is:	Not at all When?	A little When?	Yes When?
Kind			
Clever			
Brave			
Helpful			
Greedy			
Selfish			
Other qualities			

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 5

Objectives

To understand dramatic conventions including: the conventions of scripting (e.g. stage directions, asides); how character can be communicated in words and gestures; how tension can be built up through pace, silences and delivery.

N.B.
Part of the Shakespeare sequence of sheets.
Links with **Y5 T1 T3.**

Activities

Class

- Choose an accessible and gripping Shakespeare play that will have relevance to children's experience and which exists in a variety of forms, e.g. video, narrative re-telling, cartoon, film.
- Ask the children if they know anything about the story already.
- Tell or read the story to the class as dramatically as possible, perhaps using props, e.g. start the story of **Othello** by showing them Desdemona's handkerchief, a phial of poison for **Romeo and Juliet,** a magic flower for **Midsummer Night's Dream.**
- Provide the cast list as a poster.

Group

- Write or improvise a key scene from the story, or devise a *freeze frame* tableau, e.g. lovers quarrelling in **Midsummer Night's Dream**, Duncan's murder in **Macbeth**, or the trial scene in **The Merchant of Venice.**
- Use the Photocopiable Resource Sheet to analyse character.

Plenary

- Groups present their work to the rest of the class.
- The children question participants about their roles, feelings and intentions.

Extension

- Read the original scene.
- Note similarities and differences between the children's versions and the original.
- Identify some key words and phrases to learn by heart and to use in subsequent improvisations or written scenes.

Relevant published materials/resources

Shakespeare: The Animated Tales, Leon Garfield (Heinemann); **Shakespeare without the Boring Bits,** Humphrey Carpenter (Viking); **Shakespeare for All,** Maurice Gilmore (Cassell);
The Best Loved Plays of Shakespeare, Jennifer Mulherin and Abigail Frost (Cherrytree Books).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 5

Objectives

To understand dramatic conventions including: the conventions of scripting (e.g. stage directions, asides); how character can be communicated in words and gestures; how tension can be built up through pace, silences and delivery.

N.B.
Part of the Shakespeare sequence of sheets.
Links with **Y5 T1 T3.**

Activities

Class

- Choose a highly dramatic scene from a Shakespeare play, e.g. Duncan's murder in **Macbeth,** Desdemona's murder in **Othello.**
- Give a brief outline of the plot to set the scene. Identify words and phrases which create atmosphere and help you to see and feel the tension, and help the actor and director to know how to speak the lines, e.g. short staccato speech, repetition of key words, questions, uncertainty.

Group

- Repeat the activity using a later scene from the same play, looking for similar devices, highlighting and annotating.

Plenary

- Discuss whether these devices are still used. Invite examples from current reading and viewing.

Extension

- Write a chiller or thriller scene using similar devices to build the atmosphere.
- Production treatment: cast a Shakespeare scene, write stage directions, describe or sketch the costumes and scenery. Compare different treatments.

Relevant published materials/resources

Shakespeare for All in Primary Schools, ed. M. Gilmour (Cassell). **Shakespeare File,** Wilcock et al. (Heinemann) – secondary but useful. **Shakespeare: the Animated Tales,** Leon Garfield (Heinemann). Channel 4's **Middle English** programme – **The Merchant of Venice** and **Macbeth,** plus study guide and videos (PCET). **The Making of Romeo and Juliet; Romeo and Juliet** – video (20th Century Fox).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 5

Objectives

To understand dramatic conventions including: the conventions of scripting (e.g. stage directions, asides); how character can be communicated in words and gestures; how tension can be built up through pace, silences and delivery.

N.B.
If available you might compare an extract from a class novel with its dramatised version.

Activities

Class

- Use an extract from a novel and its playscript version. Make sure there are two characters in the extract.
- Provide photocopies or OHTs of both extracts. In Shared Reading the teacher takes the role of narrator, with confident readers taking parts and reading dialogue.
- Identify playscript conventions, e.g. stage directions, layout, structure.
- Ask, *How does the writer convey what a character is like and how they might act and speak?* e.g. directions given, way of writing dialogue, description. *Are there different interpretations which might be equally successful?* Illustrate by reading the same line in different ways and changing inflection.

Group

- Each group works on one of the two extracts. Decide on the best form of presentation.
- Cast the scene, including a narrator. One member of the group can be elected as director.
- Rehearse in preparation for a presentation to rest of the class, not too elaborate at this stage. Decide whether it is a stage performance or sound only, discussing the merits of each method of presentation.

Plenary

- Choose two groups, one to present a playscript and the other to give a narrative version. Record these if possible. Invite brief comments on how the characters were portrayed and how sucessfully tension was developed throughout the piece.

Extension

- Listen to examples of story cassettes, both dramatised and presented as straight narrative.
- Discuss and evaluate the different treatments, including any use of music and sound effects, fades at the end of a scene, etc.

Relevant published materials/resources

Dramatised novels, e.g. Longman Hit Plays, e.g. **Bills' New Frock, The Frog Prince.** **Curtain Up!** Photocopiable playscripts (A & C Black). Oxford Playscripts, e.g. **The Demon Headmaster,** Cross (also a T.V. series). **Charlie and the Great Glass Elevator** – novel and play, Roald Dahl (Puffin). Story cassettes – wide range of children's fiction from the BBC.
New Connections: New Plays for Young People (Faber).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 7

Objectives

To analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meanings; to explain and justify personal tastes.

Activities

Class

- In Shared Reading, select two or three key poets.
- Identify specific poems to focus upon.

N.B.
The children will need time to respond to a range of work by each of the identified poets, possibly outside the literacy hour.

Tiger, Tiger,
Burning bright,
In the forest
of the night ...

Group

Using the selected poems the groups:

- identify words and phrases they like, giving reasons for choice.
- select their favourite poem from the selected group, and explain why.
- discuss and list thoughts about the poems.
- create five statements or questions.
- list the five most important words or significant lines.
- jot down initial impressions. Swap these amongst the group and compare.
- complete a cloze procedure, which has selected words or phrases omitted.
- cut up and reassemble a poem by verse, lines or words.
- produce a poster to advertise the poem.
- make a tape recording of a series of poems.
- respond in written form, e.g. notes, lists, diary entries, letters, narrative.
- summarise as a 50-word mini-saga.
- write five questions for another group to answer.

Plenary

- For each poet, chart the key aspects the children know and like about the writer, typical forms, themes, subjects.
- Quote typical or favourite phrases or words used: 'This poet is good because ...'

Extension

Exploring rhymes:

- Use coloured pencils to link rhymes. List and suggest the effect of rhyme.
- Search for words that almost rhyme, or rhymes that lie within lines rather than at the end.

Comment on other sound patterns such as alliteration and onamatopoeia.

Relevant published materials/resources

Poems for 10 Year Olds (Puffin). **The Rattlebag Anthology** (Faber and Faber).
Poetry by Charles Causley, Berlie Doherty, Kit Wright.

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 13

Objectives

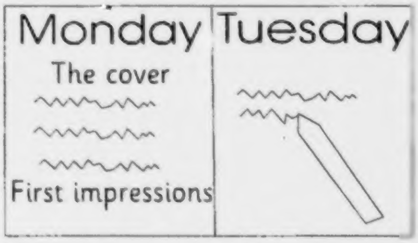
To record their ideas, reflections and predictions about a book, e.g. through a reading log or journal.

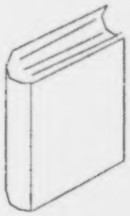
N.B.
The difference about a reading log is that it can record a reader's changing responses. Each log will be different. There is a need to emphasise personal response. Model, using a child's example, or keep a class reading log during the reading of a class novel over a long time and use that as a model to support individual or pair work.

Activities

Class

- Link to a serial story or class novel which may be read outside the Literacy Hour, with gaps between episodes to allow prediction.
- Discuss how your impressions/opinions of a book change and develop as you read, starting with your first glimpse of the cover.
- Link to other work on book reviews, e.g. **Y3 T3 T14**.





Group

- Use the Photocopiable Resource Sheet, *My reading log*. Refer to **Working with Fiction.** Simplify for differentiation.
- What's going on when you read? Consider a framework of questions. Use the Photocopiable Resource Sheet. See **Working with Fiction**. Use such a framework to apply to the opening extract from a group reader or class novel. Read as a serial.
- Share and compare extracts from individual logs. This is a very useful activity if adults take part too and contribute their diary entries.
- Devise a *May I Recommend* ... programme, which demands a group presentation and display.

Relevant published materials/resources

Literature 9–13, Benton and Fox (OUP). **Magic Bean, Junior Novels** (Heinemann).
Reading Alive!, Gwen Gawith (A & C Black). **Working with Fiction,** Chris Buckton (NLP).

My reading log

Name:____

Title of book:__________________________________

Author:_______________________________________

What does the cover tell you?	The ending ...
First impressions ...	I would recommend this book because ...
About half-way through ...	

What's going on when you read?

A framework of questions

Picturing:

- What pictures do you see in your imagination?
- Where are you in what you see?
- Are there any sounds or other sense impressions that you notice?

Interacting:

- What feelings do you have?
- What words, lines or phrases stood out (for whatever reason) when you were reading or listening?

Anticipating:

- What do you think will happen next?
- How do you think it will end?

How to fill in your reading log

It is important that you have your own opinions about the books you read at home and in school. The reading log will help you.
Write down your thoughts, feelings and ideas about what you read.
Make sure they will be clear to yourself, your teacher, and to other people in your class. Words like 'good' and 'boring' don't tell anybody very much. You need to explain WHY!

When you write your log use these notes to help you.

Title, author, cover and blurb

Note down what you think the book will be about. Use any clues from:

- the title
- the author (have you read anything else by the same author?)
- the picture on the cover
- the blurb

Half-way through

Have your feelings about the story or the characters changed at all? Try and explain why and how, or why not.
How do you think it's going to end?
Have there been any surprises?

Recommendation

Would you recommend this book to other people in your class? Or to anyone else?

First impresssions

Read the first few pages then stop.
Was the book easy or hard to get into? Why?
Make brief notes about what has happened so far.
Who are the main characters?
How do you feel about them?
What do you think is going to happen next?
Is there anything you don't understand? Make a note of it.
Jot down any new words you find.

The ending

Look back over your earlier notes. Write down your feelings about the ending. Was it a surprise? Was it the ending you wanted? Explain why.

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 15

Objectives

To write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail.

Activities

N.B.
The suggestions here provide a range of possibilities to choose from and develop.

Class

- Base the activities on stories by significant children's authors, including picture books written mainly for a younger age group: many of these offer opportunities for sophisticated innovation.
- Review previous work on plot structure (**Y5 T1 T2**) and presentation of character (**Y5 T1 T3**).
- In Shared Reading explore stories which innovate on or play with other stories.
- Choose an activity from the list below. Talk through and demonstrate, in relation to a familiar story. Encourage the children to refer back to the text as they work to ensure that their new scenes or characters do not lose touch with the original.

Group

- Write the dialogue for an encounter that is not described or does not actually take place in the story. What would the characters have said?
- What ifs – imagine alternative incidents, e.g. that a character had made a different choice; that an incident had not happened ... Write the story as it might have developed then.
- Continuation – how might the story carry on beyond the given ending?
- Write the text for a picture book in which the the story is not fully told in words, e.g. **Not Now Bernard,** or **A Walk in the Park.**

Plenary

- Share new scenes, characters, etc., introducing each with an explanation of what the children were trying to do and why they made the choices they did.

Extension

- Write the next book in the series – based on the same characters and setting, but with new situations and incidents.
- Five years on – imagine the main characters in five years' time. What will they be doing? What will they be like? Put them into a new story.

Relevant published materials/resources

The True Story of the Three Little Pigs! and **The Frog Prince Continued,** Jon Scieszka (Puffin). **Snow White in New York,** Fiona French (OUP). **A Walk in the Park,** Anthony Browne (Hamish Hamilton). **Not Now Bernard,** David McKee (Red Fox). **Cinderella/Alex and the Glass Slipper,** Magic Bean (Heinemann).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 17

Objectives

To write metaphors from original ideas or from similes.

N.B.
This objective relates to **Y5 T2 S13**.

Activities

Shared or group writing

- List objects and invent similes, e.g. 'the moon is like a silver fingernail ...'. Show two ways in which this can be turned into a metaphor, e.g.

'The moon is a silver fingernail ...'
'The silver fingernail moon ...'

- Write short, imagist poems by selecting a visual image, e.g. a tree, a TV aerial, faces in a crowd, etc. Write two-line poems in which the first line states the object and the second provides the image. For instance:

'Stars at night;
silver tin tacks gleam on black velvet.'
'A still pond;
the mirror reflects the clouds passing.'

- Build on this idea by taking one image and creating a string of comparisons or metaphors. For instance, 'six ways of looking at a pond':

'A pond is a glittering giant's pocket
of silvery beads trickling into a bag.'

'A pond is a net of faces
dragged behind a trawler.'

'A pond is a plate
that serves up the sky.'

Relevant published materials/resources

507

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T18–20

Objectives

To write own playscript, applying conventions learned from reading; include production notes. To annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience. To evaluate the script and the performance for their dramatic interest and impact.

Activities

Class

- Recap on the previous playreading sessions, perhaps listening to recorded presentations or inviting other groups to perform.
- Demonstrate how to annotate a short script with production notes.
- Brainstorm some *Helpful Hints for Playwrights* (incidentally, some interesting Word Level Work on meaning of 'wright'!)
- Discuss when it's useful to include a narrator.

Group

- Elect a scribe for collaborative writing. The least able group should work with an adult, and if the children are not used to collaborative writing this should be modelled with the whole class first.
- Write a scene with a given, straightforward and familiar setting, e.g. a family argument at the breakfast table, focusing on conveying the characters' behaviour and feelings. Use learnt conventions to set out the script clearly. Make sure the final copy is a legible working copy at this stage. Indicate whether it is to be staged or a sound performance only.
- Give the script to another group to read through in anticipation of rehearsal and performance on a future occasion. Check that the scripts are legible and amend if necessary.

Plenary

- Discuss some of the problems encountered. How can you make sure someone else will understand exactly how you want the character played? Add any more items to the *Helpful Hints* list. Make sure the children copy these down and keep, e.g. in individual playscript folders.

Extension

- Appoint a director and allocate parts. The children act out each other's scripts, focusing on whether the actors conveyed the author's intention, and if not, why not? How could the authors make their intentions clearer? Was the casting right?

Relevant published materials/resources

See **Y5 T1 T5.**

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 21

Objectives

To identify the features of recounted texts such as sports reports, diaries, police reports, including: introduction to orientate reader; chronological sequence; supporting illustrations; degree of formality adopted; use of connectives, e.g. *first ... next ... once.*

Activities

Class

- Share a clearly structured text to suggest what each part tells the children, e.g. *the introduction – who? what? where? when? why? what happened?*
- Elicit the key connecting phrases/words, e.g. *At first/yesterday/ next/then/finally.* Highlight any time-order words.
- The class can create their own recounted text using the same model of connectives.
- Read a news report, e.g. crime, sport. List any similarities to previous text and highlight them. Read another news report and list similarities. Focus on the key features of recounts, e.g. *introduction, orientation, chronological order, past tense, time connectives, settings, events, conclusions.*
- Read extracts from diaries and investigate their features, i.e. how they differ from recounts in their use of an external ordering system, personal references, shortened forms, etc. Children will readily relate to such 'diary' forms as log books, e.g. *Captain's log: Star Date 3025.*

Group

- Genre exchange. The children can read a recipe or a set of instructions, and translate them to recount. Refer to purpose, audience, key feature. Other possible genres to play with include commentary, advertisement, police report. Peer evaluation during a Plenary session will be important.
- Children should be using their own frames to write their own recount, e.g. a trip, an experiment. This should lead to peer evaluation in a Plenary session.
- Colour-code recount features of several recounted news reports. Sequence a chopped-up report. Use features as cues.
- Children could read a present-tense version of a recount, and suggest why it does not work and alter to the past tense. Edit this version to a past-tense recount.
- Translate the diary extracts into a full version and vice versa. Continue to structure, using a recount frame if appropriate for some children.

Relevant published materials/resources

The First Lunar Landing, Magic Bean In-Fact (Heinemann). **Discovery World** (Heinemann).

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 22

Objectives

To read and evaluate a range of instructional texts in terms of their: purposes; organisation and layout; clarity and usefulness.

Activities

Class

- Through discussion, establish the purpose and audience of text, either using a Big Book, real-life texts, e.g. a selection of recipes, or both.
- Investigate with the children the organisation, e.g. title, ingredients, method, of the text (the content relevant to the purpose) and the layout (how the content is arranged). List the key features under organisation and layout.
- Investigate the kinds of verbs commonly found in instruction texts, e.g. imperatives (commands), often 'action' words.

Group

- Provide a range of procedural texts, e.g. a range of recipes. Children should have a sheet with two headings:

Organisation	Layout

They should look at the text and note features under the appropriate headings.

- Some children can explore the texts to highlight the various ingredient lists. They can then discuss these lists and compare them. Are ingredients always the same kind of thing?
- Some children go through texts underlining verbs. They can sort them out under two headings – commands, other verbs. Discuss their findings during the Plenary session.
- Later all children should try to write their own instructions relating to activities they are carrying out elsewhere in the curriculum. Group revision and evaluation should focus on the extent to which they use appropriate forms, whether they are clear, etc.

Relevant published materials/resources

Writing Frames, David Wray and Maureen Lewis (Reading and Language Information Centre, Reading University). **Keeping Silkworms,** Magic Bean In-Fact (Heinemann). **Discovery World** (Heinemann).

YEAR TERM

5 2

Range

Fiction and poetry: *(i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry.*

Non-Fiction: *(i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;

3 to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

4 to explore spelling patterns of consonants and formulate rules:

- *-ll* in *full* becomes *l* when used as a suffix;
- words ending with a single consonant preceded by a short vowel double the consonant before adding *-ing*, etc. e.g. *hummed, sitting, wetter;*
- c is usually soft when followed by *i* e.g. *circus, accident;*

5 to investigate words which have common letter strings but different pronunciations, e.g. *rough, cough, bough; boot, foot;*

6 to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign;*

7 the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. *their, theirs; your, yours; my, mine;*

8 to recognise and spell the suffix: -cian, etc.;

Vocabulary extension

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes;

2 to consolidate the basic conventions of standard English:

- agreement between nouns and verbs;
- consistency of tense and subject;
- avoidance of double negatives;
- avoidance of non-standard dialect words;

3 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;

4 to revise from Y4:

- the different kinds of noun;
- the function of pronouns;
- agreement between nouns, pronouns and verbs;

Sentence construction and punctuation

5 to use punctuation effectively to signpost meaning in longer and more complex sentences;

6 to be aware of the differences between spoken and written language, including:

- conventions to guide reader;
- the need for writing to make sense away from immediate context;
- the use of punctuation to replace intonation, pauses, gestures;
- the use of complete sentences;

7 to explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: *'police shot man with knife', 'Nothing acts faster than Anadin', 'Baby Changing Room';*

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends;

2 to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories;

3 to explore similarities and differences between oral and written story telling;

4 to read a range of narrative poems;

5 to perform poems in a variety of ways;

6 to understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features;

7 to compile a class anthology of favourite poems with commentaries which illuminate the choice;

8 to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains, and perspectives on the action from different characters;

9 to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction;

10 to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose;

9 to search for, collect, define and spell technical words derived from work in other subjects;

10 to investigate further antonyms. Why do some words have opposites, e.g. *near, over,* while others have more than one opposite, e.g. *big, right,* and others have none, e.g. *green, wall?* Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children's knowledge of adjectives and adverbs;

11 to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. *splash, plop, bang, clash, smack, trickle, swoop;*

12 to investigate metaphorical expressions and figures of speech from everyday life.

8 to construct sentences in different ways, while retaining meaning, through:

- combining two or more sentences;
- re-ordering them;
- deleting or substituting words;
- writing them in more telegraphic ways;

9 to secure the use of the comma in embedding clauses within sentences;

10 to ensure that, in using pronouns, it is clear to what or to whom they refer.

Writing composition

11 to write own versions of legends, myths and fables, using structures and themes identified in reading;

12 to use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas;

13 to review and edit writing to produce a final form, matched to the needs of an identified reader;

Non-Fiction

Reading comprehension

14 make notes of story outline as preparation for oral storytelling;

15 to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical *language (if…then, might when the…);* use of words/phrases to make sequential, causal, logical connections, e.g. *while, during, after, because, due to, only when, so;*

16 to prepare for reading by identifying what they already know and what they need to find out;

17 to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using CDROM and other IT sources, where available;

18 how authors record and acknowledge their sources;

19 to evaluate texts critically by comparing how different sources treat the same information;

20 notemaking: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt;

Writing composition

21 to convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation;

22 to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;

23 to record and acknowledge sources in their own writing;

24 to evaluate their work.

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The National Literacy Strategy

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ■
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *(i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry.*
Non-Fiction: *(i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Spelling strategies

1. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

Activity and Worksheets

- Y5 T2 W1 Spelling logs
- Y5 T2 W1 Glossary work
- Y5 T2 W1 My spelling journal

2. to use known spellings as a basis for spelling other words with similar patterns or related meanings;

Activity and Worksheets

- Y5 T2 W2 Spelling

3. to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Activity and Worksheets

- Y5 T2 W3 Independent spelling strategies 1
- Y5 T2 W3 Independent spelling strategies 2

Spelling conventions and rules

4. to explore spelling patterns of consonants and formulate rules:

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly planning Sheet
- Year 5 Term 1
- Year 5 Term 2
- Year 5 Term 3

BEST COPY AVAILABLE

- *-ll* in full becomes *l* when used as a suffix;
- words ending with a single consonant preceded by a short vowel double the consonant before adding *-ing*, etc. e.g. *hummed, sitting, wetter;*
- *c* is usually soft when followed by *i* e.g. *circus, accident;*

Activity and Worksheets
Y5 T2 W4 Consonant spelling patterns

5. to investigate words which have common letter strings but different pronunciations, e.g. *rough, cough, bough; boot, foot;*

Activity and Worksheets
Y5 T2 W5 Same letter string - different pronunciation 1

Spelling conventions and rules

6. to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign;*

Activity and Worksheets
Y5 T2 W6 Homophones

7. to explore spelling patterns of consonants and formulate rules:the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. *their, theirs; your, yours; my, mine;*

Activity and Worksheets
Y5 T3 W7 Prefixes - in, im, ir, il, pro, sus

8. to recognise and spell the suffix: *-cian*, etc.;

Vocabulary extension

9. to search for, collect, define and spell technical words derived from work in other subjects;
10. to investigate further antonyms. Why do some words have opposites, e.g. *near, over*, while others have more than one opposite, e.g. *big, right*, and others have none, e.g. *green, wall?* Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children's knowledge of adjectives and adverbs;
11. to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. *splash, plop, bang, clash, smack, trickle, swoop;*
12. to investigate metaphorical expressions and figures of speech from everyday life.

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 1

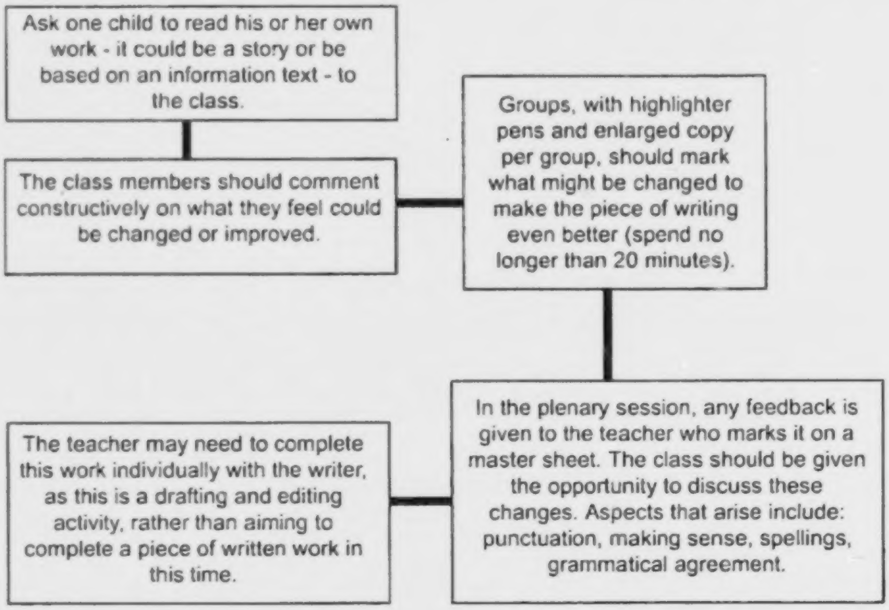
Objectives

To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.

N.B.
Detailed spelling checks should come after checks for coherence (sense) and intention.

Activities

Class



Ask one child to read his or her own work - it could be a story or be based on an information text - to the class.

The class members should comment constructively on what they feel could be changed or improved.

Groups, with highlighter pens and enlarged copy per group, should mark what might be changed to make the piece of writing even better (spend no longer than 20 minutes).

In the plenary session, any feedback is given to the teacher who marks it on a master sheet. The class should be given the opportunity to discuss these changes. Aspects that arise include: punctuation, making sense, spellings, grammatical agreement.

The teacher may need to complete this work individually with the writer, as this is a drafting and editing activity, rather than aiming to complete a piece of written work in this time.

Group

- Children should keep personal spelling journals to keep records of *words that I didn't know I knew* as well as *words to practise.* See Photocopiable Resource Sheet.
- Practice should be provided with children handwriting their word lists. These should be based on visual patterns.
- Children could find associated words themselves (from word banks or some computer spell checks) to practise with a spelling they need to learn.

Relevant published materials/resources

First Steps Spelling Resource Book, First Steps Spelling Developmental Continuum, (Heinemann).

Name:
Date:

My spelling journal

Words I didn't know I knew	Words to practise

Name:
Date:

Glossary work

Don't forget to put your glossary entries in alphabetical order.

Word or phrase	Definition

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 2

Objectives

To use known spellings as a basis for spelling other words with similar patterns or related meanings.

Activities

Group

- Encourage the class to collect *difficult* spellings and discuss ways of remembering them.
- Wherever possible make visual links with other words for practising through handwriting, preferably at speed.
- Collect words with prefixes and suffixes which have a focused meaning, e.g. *aqua, hydro, tele, bi, tri, uni, phone, mini, maxi, hyper.*
- Make a class glossary collection of prefixes/suffixes for reference. Add words as they are read, talked about and used.
- Keep and develop personal spelling journals. Also keep categories of words with the same pattern, e.g. prefix, suffix, topic/subject, difficult words.
- Practice should still be with handwriting strings wherever possible.

People

People **E**at **O**range **P**lants **L**eft (by) **E**lephants
Say **people,** using letter names of **E** and **O**
Compare with words with same **eo** pattern, e.g. **leopard, leotard**

Separate

There is **a rat** in sep**arat**e
Sep**ar**ate **par**ts
Para is like **para**chute

Piece

a **pie**ce of **pie**

Bus

a **bus** in **bus**y

Amusement

use in am**use**ment

Relevant published materials/resources

Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

Activities

WAYS TO HELP LEARN SPELLINGS

Beat out the syllables. Write out each beat as you say it, e.g. *re - mem - ber.*
Highlight the trickiest parts of the word. Over-write them.
Link new words with words you can already spell (analogy).
Look for spelling patterns and rules.

VISUAL LEARNERS

Change the look of the word, e.g. *div/ide; re/ceive.*
Find words within words, e.g. *foreign, sovereign; "There's a 'rat' in separate".*

AUDITORY LEARNERS

Change the sound of the word: exaggerate pronunciation, or change it, e.g. *b-e-a-utiful; Wed-nes-day.*
Say letter names in rhythm, e.g. *pe-op-le.*
Use rhythm to learn confusing patterns, e.g. *-i-o-n.*
Use mnemonics, e.g. *I Go Home Tonight; Only Ugly Lads Dance; Big Elephants Can Always Use Some Eggs.*

KINAESTHETIC LEARNERS

Trace the letters with a finger as you say or visualise the word.

EVERYONE

Learn the derivation - etymology - of words: *television, telephone, sincere, foreign.*
Remove or add prefixes and suffixes.

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13,** S. Hackman and L. Trickett (Hodder and Stoughton). **ACE Spelling Dictionary**, D. Moseley (LDA).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

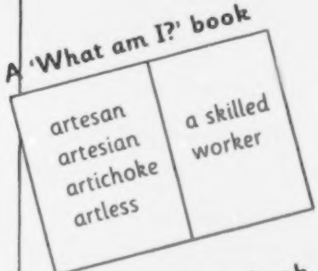
Activities

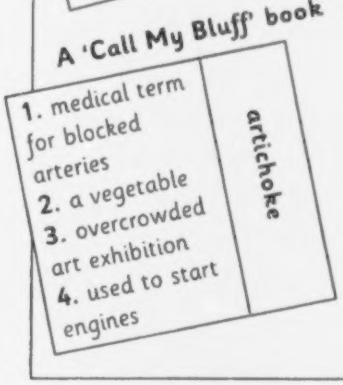
Class

- To develop speed at finding words in dictionaries and practising alphabetical order skills, pairs of children could select words for others to find. The first finder has to read the definition and the teams keep scores.
- Where a range of dictionaries is used, discuss the advantages and disadvantages of brevity and fullness of entries.
- To encourage children to use new vocabulary, discuss new words in plenary sessions. Demonstrate ways to include words particularly in spoken explanations and reports, and across a range of written genres. Make a distinction between fiction and non-fiction/information uses.

N.B.
Activities can be modelled and then developed in groups.
Uses of technical and jargon words in the appropriate context is to be encouraged, but within narrative writing over-use of new words can become artificial.

horrid? horrendous? horrible?





Group

- To extend vocabulary and the understanding of clearer meanings, ask children to find a word in a Thesaurus, e.g. *horrible* and write down all the words given in one column. Then find alternatives to this list. Cross out the ones that are the same and the words which do not quite mean *horrible*.
- Create class glossaries through index work. See the Photocopiable Resource Sheet.
- Make glossaries for information books which do not have them.
- Use glossaries for word definition games. Make four sets on card. Children play *Kim's Game* or *Happy Families*, collecting a whole mixed set or four of the same. After 20 minutes regroup for plenary feedback. Use for technical terms.
- Look at joke books and find jokes where there is a play on words, e.g. Knock Knock jokes.
- Create a *What am I?* book for other groups/classes, with clues and a range of three to four words to choose from, which can only be checked using a dictionary.
- Create a *Call My Bluff* book, using one word and range of definitions for each page. This makes players look closely at words.
- This can be linked to a topic, e.g. looking at word derivation - *aqua* and *hydro* for water, useful for science, or for history.

Relevant published materials/resources

A range of Dictionaries and Thesauruses.
Software: **Children's Dictionary,** Dorling Kindersley. **Oxford English Dictionary** (OUP). **Oxford Thesaurus** (OUP). **Collins Electronic English Dictionary and Thesaurus** (Harper Collins). **Longmans Interactive English Dictionary** (Longman ELT). **NLA Docklands Project Pocket Book Activities Pack.**

NLS Activity Resource Sheet

Year	5
Term	2
Strand	W 4

Objectives

To explore spelling patterns of consonants and formulate rules: *-ll* in *full* becomes *l* when used as a suffix; words ending with a single consonant preceded by a short vowel double the consonant before adding *-ing*, etc., e.g. *hummed, sitting, wetter*, *c* is usually soft when followed by *i*, e.g. *circus, accident*.

Activities

Group

- **Looking at l, f, s**: Give children a set of words ending in 'l', 'f' and 's' interspersed with words ending in other consonants, e.g.

doll, tell, will, fell, dull, fall, fuss, boss, mass, less, hiss, pass, off, ruff, sniff, stuff, hop, but, bad, pit, ten, tin, hat, rot, man, led, lip, stop, did.

- Ask the children to sort the words out according to their final letters and work out a rule from their categorisation.
- They can then collect more words ending in these consonants and see if they fit their rule. They will find some exceptions, e.g. *if, yes, bus, gas, us, this, plus, thus.*
- **Looking at all and full**: Give children the following words to sort into two sets:

cheerful, grateful, alone, wonderful, almost, although, altogether, dreadful, useful, wonderful, beautiful, also, already, always, painful, spiteful, almighty.

- Ask them to explain the rule by which they sorted them and what is the common word in each set.
- Ask them to formulate a rule for combining 'all' and 'full' into words.
- **Looking at the letter c**: Start a chart as follows. Ask the children to find words starting *ca, ce, ci, co,* and *cu.*

ca	**ce**	**ci**	**co**	**cu**
cat	ceiling	city	come	cuckoo
cabbage	cellar	circle	cottage	cupboard

- When six or seven examples have been added to the list ask the children to read the words. You hope they will notice that in words beginning 'ca', 'co' and 'cu', the 'c' is hard, and that in words beginning with 'ce' and 'ci', the 'c' is normally soft. They should continue compiling the lists to find any exceptions to this generalisation.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	2
Strand	W 5

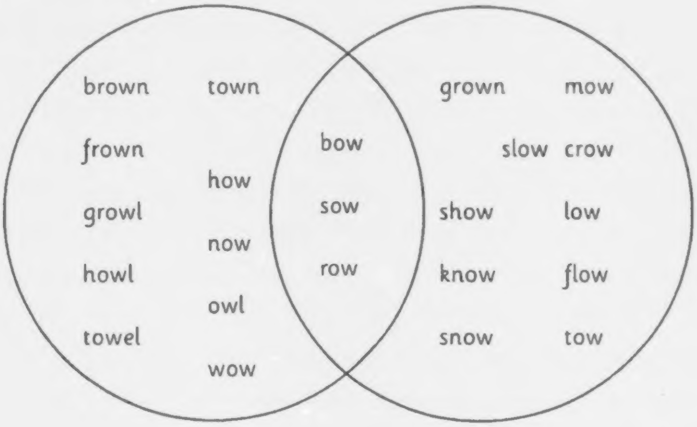
Objectives

To investigate words which have common letter strings but different pronunciations, e.g. *rough, cough, bough; boot, foot.*

Activities

Class and group

- The attention of the children can be drawn to homographs during Shared and Guided Reading. These are words which are spelled the same but which have different meanings, e.g. *row, row, read, read, wind, wind.* Venn diagrams can be useful here. If you demonstrate how to make one with the class, they can create more in group time.


brown
town
frown
how
growl
now
howl
owl
towel
wow
bow
sow
row
grown
mow
slow
crow
show
low
know
flow
snow
tow

- Here is a list of words containing 'ough'. Ask children to sort them out into rhyming groups, e.g. *enough, rough, tough.*

ought
dough
enough
nought
bough
through
although
bought
thorough
plough
drought
borough
though
brought
rough
hiccough
thought
cough
sought
wrought
tough

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	2
Strand	W 6

Objectives

To distinguish between homophones, e.g. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign.*

N.B.
Generally when two words sound the same they are spelled differently. This may be confusing for spelling purposes but it is an advantage in reading. Words may be homophones in one accent and not in another.

Activities

Class and group

- Children's growing experience of the connection between how words are spelled and their meaning will be particularly useful with homophones, as usually the spelling of one of the pair of homophones can be accounted for etymologically, e.g. *know/no* and *new/knew.*

know and knew are related to knowledge.
hire/higher - higher is related to high.
reel/real - real relates to reality.

- If one of the homophones is a verb it will relate to other tenses of the same verb, e.g. *seen/scene - seen/see* are related. The same applies to *made/maid; sighs/size; been/bean; towed/toad; rode/road; rows/rose; chews/choose; grown/groan; threw/through; thrown/throne; ate/eight; brews/bruise.*
- More problematic are pairs such as *grate/great; steal/steel; steak/stake; shore/sure; due/dew; week/weak; mail/male; plane/plain; beet/beat; site/sight; break/brake; pair/pear; bear/bare.*
- In a number of these pairs one of the words occurs more frequently than the other in children's experience, e.g. *great, week, break, bear.* They should be familiar with the spelling before they need to accommodate the homophone.
- Where words are of similar frequency children may have associations to help them remember each word, e.g. *Car boot sale* or *For Sale; Steak House; Camp Site.*
- Children can create a meaningful phrase using words with the same letter string, e.g. *The bright light was a sight in the night.*
- Puns are a source of great amusement to children of this age. They can be used to point up the differences in spelling and will provide the motivation for internalising the correct spellings for each homophone. They should also be encouraged to devise their own puns.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	3
Strand	W 7

Objectives

To recognise the spelling and meaning of the prefixes:
in, im, ir, il, pro, sus.

Activities

Class

- Starting from a known text, discuss how words can be changed into the negative. You will arrive at the prefixes **un, in, il** and **im**. There are two main points here: one more a point of interest and the other a spelling point.
- First look at **un**. The children will have a lot of experience of this form of negation, e.g. *unhappy, undo, undid, undress, undecided, uncooked, unpleasant, unacceptable.*
- Next look at **in**. Give the children the following list. Investigate alternatives to the prefix. They can work out which prefix is used before which consonants.

inexperience
illogical
immature
irregular
impossible
inadequate
inopportune
impatient
inconvenient
inoffensive
immobilise
illiterate
inexcusable
immaterial
incomplete
improper
irresponsible
indecision
infinite
insecure
inseparable
invisible
insufficient
imprecise
indestructible
illegal
immoral
irreversible
ingratitude
inhospitable

- The children should look at the spelling of words where the last letter of the prefix is the same as the first letter of the base word, e.g. 'illegal'. They should notice that both remain intact so the letter appears twice (doubling is not an appropriate description for the process).
- You could then give the children another list to turn into the negative.

resolute
compatible
resistible
probable
discretion
dependent
mortal
responsible
appropriate
comprehensible
movable
perfect
effective
flexible
legitimate

Relevant published materials/resources

department for
education and skills

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The National Literacy Strategy

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ■
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *(i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry.*
Non-Fiction: *(i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes;
2. to consolidate the basic conventions of standard English:

- agreement between nouns and verbs;
- consistency of tense and subject;
- avoidance of double negatives;
- avoidance of non-standard dialect words;

3. to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;
4. to revise from Y4:

- the different kinds of noun;
- the function of pronouns;
- agreement between nouns, pronouns and verbs;

Sentence construction and punctuation

5. to use punctuation effectively to signpost meaning in longer and more complex sentences;
6. to be aware of the differences between spoken and written language, including:

- conventions to guide reader;
- the need for writing to make sense away from immediate context;
- the use of punctuation to replace intonation, pauses, gestures;
- the use of complete sentences;

7. to explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: *'police shot man with knife', 'Nothing acts faster than Anadin', 'Baby Changing Room';*

Activity and Worksheets

Y5 T2 S7 Sentence contradiction

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly planning Sheet

Year 5 Term 1

Year 5 Term 2

Year 5 Term 3

8. to construct sentences in different ways, while retaining meaning, through:

- combining two or more sentences;
- re-ordering them;
- deleting or substituting words;
- writing them in more telegraphic ways;

Activity and Worksheets

Y5 T2 S8 Rearranging sentences

9. to secure the use of the comma in embedding clauses within sentences;
10. to ensure that, in using pronouns, it is clear to what or to whom they refer.

Activity and Worksheets

Y5 T2 S10 Pronouns

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

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NLS Activity Resource Sheet

Year	5
Term	2
Strand	S 7

Objectives

To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: *' Police shot man with knife ', ' Nothing acts faster than Anadin ', ' Baby Changing Room '.*

Activities

Shared or Group Reading

- Scan adverts, news headlines and joke books to collect and list ambiguities.
- Take an example and generate more based on syntax of sentence e.g.

> Police shot man with knife.
>
> Girl kissed boy with sausage.
>
> Dog bit man with banana.

- Collect and list homonyms – words that have more than one meaning, e.g. watch. Use such words to create sentences where they are used in different ways, e.g.

Watch out for my watch on the midnight watch.
Let's wave at the waves.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	2
Strand	S 8

Objectives

To construct sentences in different ways, while retaining meaning, through: combining two or more sentences; reordering them; deleting or substituting words; writing them in more telegraphic ways.

Activities

Shared and Group Writing

- Demonstrate and practise note taking, e.g.

Use a highlighter or underline key words or essential points in a passage.

Extract and list points.

- Demonstrate and practise diagrammatic ways of showing information.
- Delete excess words from a prepared passage to retain basic meaning.
- Rewrite passages as messages, headlines, telegrams, fifty word sagas.
- Contract long sentences, e.g.

> The Princess stared fixedly into the glowing embers of the dying fire. She was lost in a world of her own, drifting on the edge of sleep.

becomes

> The Princess stared into the fire dreamily, almost asleep.

- Embed sentences, where possible, from a list of paired sentences, e.g.

> Tom dived into the lake to save the girl. He did not have a thought for his own safety.

could become

> Tom, without thinking of himself, dived into the lake to save the girl.

- Write brief summaries in non-fiction, pretending to be reporters who have only been given one half of a column space.

Use:

Bullet points.
Numbered lists.
Flow charts.
Columns.
Headings.
Tables.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	2
Strand	S 10

Objectives

To ensure that, in using pronouns, it is clear to what or to whom they refer.

Activities

Shared or Group activity

- Use cloze procedure to delete pronouns.
- List and categorise under headings, e.g.

> Personal (I),
> possessive (mine),
> question (who),
> relative (theirs).

- Revisit work on collective nouns and proper nouns (Year 4 Term 2 S9).
- Distinguish between concrete nouns and abstractive nouns (thoughts, feelings and ideas).
- Reorganise a given list of nouns under headings in a grid. See diagram opposite.
- On a prepared passage children take out all the pronouns and insert nouns or vice versa – does it sound ridiculous? e.g. *'Bill Smith said to Bill Smith's mother that Bill Smith wanted a new bike for Bill Smith'.*

Collective	Proper	Abstract
library	Ranjit	a wish
flock	Bexley	an idea

- From a list of sentences about a character create a narrative by substituting pronouns.
- Proof-read a prepared passage (and each other's writing) for verb/ subject agreement – number, person and tense.
- Give children prepared passages with errors of agreement for them to check, e.g. shift from *I* to *she*.
- When marking pro-actively ask children to check for specific details of agreement where errors have occurred, e.g. *'You started writing in the first person but there are three places where you have moved to third person – can you find them?'*

Relevant published materials/resources

department for
education and skills

Raising Standards **The Standards Site**

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ■
Comprehension and composition

Range
Fiction and poetry: *(i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry.*
Non-Fiction: *(i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends;

Activity and Worksheets
- Y5 T2 T1 Myths, legends and fables 1
- Y5 T2 T1 Myths, legends and fables 2

2. to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories;
3. to explore similarities and differences between oral and written story telling;

Activity and Worksheets
- Y5 T2 T2, T3 Different versions of the same story
- Y5 T2 T3 Cinderella - spot the difference

4. to read a range of narrative poems;
5. to perform poems in a variety of ways;

Activity and Worksheets
- Y5 T2 T4, T5 Performance poems

6. to understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features;
7. to compile a class anthology of favourite poems with commentaries which illuminate the choice;
8. to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g.

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Quality text to support the teaching of writing

Year 5 Booster Units

Downloads
- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly planning Sheet
- Year 5 Term 1
- Year 5 Term 2
- Year 5 Term 3

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minor characters, heroes, villains, and perspectives on the action from different characters;
9. to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction;
10. to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose;

Writing composition

11. to write own versions of legends, myths and fables, using structures and themes identified in reading;

Activity and Worksheets
Y5 T2 T11 Myths, legends and fables 3

12. to use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas;

Activity and Worksheets
Y5 T2 T12 Adding more verses

13. to review and edit writing to produce a final form, matched to the needs of an identified reader;

Non-Fiction
Reading comprehension

14. make notes of story outline as preparation for oral storytelling;
15. to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language *(if...then, might when the...)*; use of words/phrases to make sequential, causal, logical connections, e.g. *while, during, after, because, due to, only when, so;*

Activity and Worksheets
Y5 T2 T15 Investigating explanatory text 1

16. to prepare for reading by identifying what they already know and what they need to find out;
17. to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using CDROM and other IT sources, where available;
18. how authors record and acknowledge their sources;
19. to evaluate texts critically by comparing how different sources treat the same information;
20. notemaking: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt;

Activity and Worksheets
Y5 T2 T20 Notemaking

Writing composition

21. to convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation;
22. to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;
23. to record and acknowledge sources in their own writing;

24. to evaluate their work.

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 1

Objectives

To identify and classify the features of myths, legends and fables, e.g the moral in a fable, fantastical beasts in legends.

Activities

Class

- Explore: What is a myth? Legend? Fable?
- Through discussion of stories known already, come to some simple distinctions between the three genres, e.g.:
  Myth: about supernatural beings, story to explain natural events, e.g. how the world began, thunder and lightning.
  Legend: a story that has some historical truth but was embroidered, e.g. Robin Hood, King Arthur, St. George and the dragon.
  Fable: a story not based on fact, often with animal characters, has a moral.
- Provide photocopied extracts from books. Look closely at heroic language and identify examples.

Group

- Groups have to decide which category their books or extracts belong to.
- They contribute to a class chart listing title, genre, evidence, or compile group or individual lists.

Plenary

- Groups justify their decisions. If time, discuss patterns of language and some typical ingredients.

Extension

- Using models, write new myths, legends, fables, e.g. *How the Gerbil Became ...*
- Point out patterns of language and try to replicate them.

**The dragon is slain!
Thus is evil
vanquished in this
world!**

Relevant published materials/resources

How The Whale Became, Ted Hughes (Faber). **Kingfisher Book of Myths and Legends** (Kingfisher). Picture book versions of well-known myths and legends. **Perseus and The Gorgon Slayer,** Magic Bean Big Book (Heinemann);

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 1

Objectives

To identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends.

Activities

Class

- Read extracts from a range of myths and legends which describe mythical monsters in legends, e.g. the Minotaur.
- Ask the children about contemporary monsters, e.g. the Loch Ness Monster, Big Foot, the Yeti.
- Identify and list the attributes of these creatures. Complete a chart, or start a database.

monsters				
Name	Habitat	Looks	Special powers	Habits

Group

- The children carry out research using a range of myths, legends, comics, etc., some working on a database, others completing a chart.
- Use the findings and charts to create new mythical monsters. This could develop into poems, stories or comic strips, including all the identified features.

Plenary

- Point up similarities. Begin to look at plot structures, are they similar too? See **Y5 T1 T2.**

Extension

- Investigate Superheroes, e.g. Spiderman, Wonderwoman, in a similar way.

Relevant published materials/resources

Greek Myths. Comics.

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 2, 3

Objectives

To investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories. To explore similarities and differences between oral and written story telling.

Activities

Class

- Tell a well-known fairy or folk tale, e.g. **Little Red Riding Hood, Cinderella, The Pedlar of Swaffham**. Record it. Invite the children to recall familiar fairy tales and record. Read a written version of first story. Invite comments on the main differences noted.
- Explore how messages change as they get passed on and play *Chinese Whispers* to illustrate.
- Compare print and film versions of the same story.

Group

- Read different versions of **Cinderella**, e.g. Perrault, Grimm, Ladybird versions (with different endings) and a modern or multi-cultural version of Cinderella.
- Compare the differences, using the Photocopiable Resource Sheet, and discuss possible reasons for the changes, e.g. grisly endings (Perrault), changing fashions.
- Transcribe some of the recorded version. This takes a long time but is a useful exercise! Divide it into different sections for each group or pair. Note any differences, e.g. sentences that tail off, ums and errs, different sentence construction. Change it to make a written version.
- Working with illustrated and differentiated children's versions, this time collect similarities.

Plenary

- Ask the children to report back on their discoveries.

Extension

- As a homework activity, the children could collect versions of the same fairy tales told by younger and older members of the family.

Relevant published materials/resources

The Classic Fairy Tales, Iona and Peter Opie (OUP). **The Complete Grimm's Fairy Tales,** Padraic Colum (Routledge). **Revolting Rhymes,** Roald Dahl (Puffin). **Ten in a Bed,** Alberg (Puffin). **Apache Cinderella** in **Songs my Paddle Sings,** James Riordon (Pavilion). **Cap o' Rushes** in **Clever Gretchen,** Alison Lurie (Heinemann). **James and the Giant Peach,** Roald Dahl – film and novel, also book about the film by Lucy Dahl (Puffin). **Cinderella in New York,** Transforming Stories (N.A.T.E.).

Name:
Date:

Cinderella - spot the difference

	First version	Second version	Third version
Name of heroine			
Hero			
Other characters in Cinderella's family			
Godmother's magic?			
Events at the Ball			
Ending			
Other differences			

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 4, 5

Objectives

To read a range of narrative poems.
To perform poems in a variety of ways.

Activities

Class

- Read together narrative poems such as **The Highwayman**.

Group

- Decide on the key events in the poem. Order and illustrate these in cartoon style.
- Write the story in narrative or as a newspaper report.
- Write a diary entry or a letter from a character in the poem to another person not mentioned, recounting what happened.
- Dramatise events related in the poem.
- Practise readings of the poems or extracts. Set the poem to music – instrumental or percussive. Add movement if appropriate. Give the groups sufficient time to rehearse and refine their performance. A longer narrative poem can be divided into sections, which different groups prepare.

Plenary

- Perform the poem, e.g. in assembly, and assess the effectiveness of the performance.

Relevant published materials/resources

The Puffin Book of Classic Verse, ed. R. Wilson (Puffin). **The Oxford Book of Classic Verse,** ed. M. Harrison (OUP).

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 11

Objectives

To write own versions of legends, myths and fables, using structures and themes identified in reading.

N.B.
Base the activity on a story type with which the children are familiar from their reading outside the Literacy Hour, e.g. heroic deeds; creation myths; fables; trickster tales.

Activities

Class

- Read, re-tell or summarise the story.
- Prompt the children to identify its theme and type, and to link it with similar stories.
- Prompt the children to identify and analyse the structure of the story, using known techniques or introducing new ones, e.g.
  - plotting the main episodes in generalised form as a flow diagram or simple storyboard;
  - noting the different elements in the story – characters, setting, action, ideas.
- Brainstorm how this structure could be used to invent other stories, e.g. how some other feature of the physical world was created as in **Hercules' 13th Labour,** or **How the** (dog, guinea pig, rabbit ...) **Became**, modelled on Ted Hughes' book. This process can be repeated for each story type.

Group

- The children work individually on their own story within the groups, sharing ideas and drafts at each stage in the writing process; planning, using structures and techniques from the Class sessions; sharing these plans and amending them in the light of comments.
- Revise the drafts, sifting, considering and implementing suggested changes.
- Make simple booklets for reading to younger children.

Plenary

- Draw the class together at the end of each phase in the writing process.
- Discuss specific and general issues that arise; identify effective strategies for planning, drafting and revising.

Relevant published materials/resources

Legends of Earth, Air, Fire and Water; Legends of the Sun and Moon, Eric and Tessa Hadley (OUP). **Gods and Men,** T. Bailey (OUP). **The Golden Shadow,** Leon Garfield (Gollanz). **Seasons of Splendour** – Indian Myths and Legends, Madhur Jaffrey (Puffin). **How the Whale Became** Ted Hughes (Puffin).

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 12

Objectives

To use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas.

Activities

Shared writing

- Take simple ballads and create extra verses. To do this listen to and identify the verse pattern. Or take a verse and alter it by substituting different words and ideas.
- Because this activity demands writing to a more complex pattern, careful thought will need to be given to children working perhaps in pairs to help each other. Or omit the necessity to stick to the pattern of the poem precisely. However, to attempt the task does reveal how hard it is to write a ballad that flows!
- Some 'modern songs' might be fun to write additional verses for, by way of contract.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 15

Objectives

To read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of the passive voice; technical vocabulary; hypothetical language *(if ... then, might, when the ...)*; use of phrases to make sequential, causal, logical connections, e.g. while, during, after, because, due to, only when, so.

Activities

Class

- Prepare a large version of a sample text from an information book you are using in your curriculum work (perhaps in science or history). An enlarged, photocopied version might do, or a version on an OHT.
- Discuss with the class how you can tell this is an information text and not a piece of fiction.
- Draw out features, e.g.:

1. Impersonal style - i.e. phrases such as 'it is thought ...', 'the Tudors were ...', 'rain is formed ...'. Contrast this with the personal style found in fiction: 'I felt ...', 'we really wanted ...'.
2. Use of passive voice - i.e. 'volcanoes are formed from ...', 'the Spartans were beaten by ...'. Contrast these with active constructions and discuss what difference these make to the text.
3. Use of connectives - talk about types of connectives, e.g. logical (because, on account of, therefore) and contrast, with chronological (first, next, after that).

- Mark each of these features with a separate colour highlighter pen.
- List these three features on the board.

Group

- Groups can investigate other texts of various kinds and, using photocopies, mark examples of the above features on these texts.

Plenary

- Discuss the groups' findings, using texts to review the features discussed.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	2
Strand	T 20, 21

Objectives

Notemaking: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. To convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.

Activities

Class

- Using an enlarged text (either photocopied or on OHT), read together with the children and discuss what items of information in this text are essential and which are less crucial.
- Use a highlighter pen to mark the essential items and then extract these as a series of notes on the text.
- Discuss the various features in the text and in note taking which enable this to be done:

1. Key words
2. Headings and sub-headings
3. Substituting short phrases for long sentences
4. Summarising

- Illustrate all of these using the enlarged text.

Group

- Group can try out note taking on a text relevant to their work. They might do this as a game, with the object of seeing who can express the essence of a text in the fewest words.
- Another group can work from some notes to try to reconstruct what the original text might have said.
- Another group can investigate e-mail acronyms and suggest what the following might stand for: **AFAIR** (as far as I remember), **BFN** (bye for now), **ISTR** (I seem to remember), **IMHO** (in my humble opinion), **ASAP** (as soon as possible), **ROTFL** (rolling on the floor laughing). There are many others like this that can be used.
- Another group can explore small ads. and draw up a list of shorthand forms, e.g. **amc** (all modern conveniences), **hcw** (hot and cold water), **ono** (or nearest offer), **sae** (stamped, addressed envelope), **sem.det**. (semi-detached).

Relevant published materials/resources

YEAR TERM

5 3

Range

Fiction and poetry: *novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.*

Non-Fiction: *(i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;

3 to use independent spelling strategies, including:
- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.);

Spelling conventions and rules

4 to spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous interest description, carpet, sector, freedom, extra*, etc.;

5 to investigate and learn spelling rules:
- words ending in modifying *e* drop *e* when adding ing, e.g. *taking;*
- words ending in modifying e keep e when adding a suffix beginning with a consonant, e.g. *hopeful, lovely;*
- words ending in y preceded by a consonant change y to ie when adding a suffix, e.g. *flies, tried* – except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is *ee*, e.g. *receive*. Note and learn exceptions;

6 to transform words, e.g. changing tenses: *-ed, -ing;* negation: *un-, im-, il-;* making comparatives: *-er, -est, -ish*; changing verbs to nouns, e.g. *-ion, -ism, -ology;* nouns to verbs: *-ise, -ify, -en;*

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to secure the basic conventions of standard English:
- agreement between nouns and verbs;
- consistency of tense and subject;
- avoidance of double negatives;
- avoidance of non-standard dialect words;

2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;

3 to search for, identify and classify a range of prepositions: *back, up, down, across, through, on*, etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term *preposition*;

Sentence construction and punctuation

4 to use punctuation marks accurately in complex sentences;

5 to revise use of apostrophes for possession (from Y4 term 1);

6 to investigate clauses through:
- identifying the main clause in a long sentence;
- investigating sentences which contain more than one clause;
- understanding how clauses are connected (e.g. by combining three short sentences into one);

7 to use connectives to link clauses within sentences and to link sentences in longer texts.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs:
- identify these features by reference to the text;
- consider and evaluate these features in relation to their own experience;

2 to identify the point of view from which a story is told and how this affects the reader's response;

3 to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective;

4 to read, rehearse and modify performance of poetry;

5 to select poetry, justify their choices, e.g. in compiling class anthology;

6 to explore the challenge and appeal of older literature through:
- listening to older literature being read aloud;
- reading accessible poems, stories and extracts;
- reading extracts from classic serials shown on television;
- discussing differences in language used;

Writing composition

7 to write from another character's point of view e.g. retelling an incident in letter form;

8 to record predictions, questions, reflections while reading, e.g. through the use of a reading journal;

9 to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter;

7 to recognise the spelling and meaning of the prefixes: *in-, im-, ir-, il-, pro-, sus-;*

Vocabulary extension

8 to identify everyday words such as *spaghetti, bungalow, boutique* which have been borrowed from other languages, and to understand how this might give clues to spelling;

9 to understand how words vary across dialects, e.g. *plimsolls, daps, sand-shoes, pumps;*

10 to understand how words can be formed from longer words, e.g. through the omission of letters – *o'clock, Hallowe'en*; through omission of prefixes – *(omni)bus, (tele)phone, (aero)plane*; through the use of acronyms – *radar, CD*;

11 to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses;

12 to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;

13 to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.

10 to write discursively about a novel or story, e.g. to describe, explain, or comment on it;

11 to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation;

Non-Fiction

Reading comprehension

12 to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate;

13 to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, e.g.

- the deliberate use of ambiguity, half-truth, bias;
- how opinion can be disguised to seem like fact;

14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;

15 from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. *'surely', 'it wouldn't be very difficult…'*; persuasive definitions, e.g. *'no-one but a complete idiot…', 'every right-thinking person would …' 'the real truth is…'*; rhetorical questions *'are we expected to..?' 'where will future audiences come from..?'*;. pandering, condescension, concession etc.; *'Naturally, it takes time for local residents…'*; deliberate ambiguities, e.g. *'probably the best…in the world' 'known to cure all…', 'the professionals' choice'*;

16 notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked;

Writing composition

17 to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state;

18 to write a commentary on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points;

19 to construct an argument in note form or full text to persuade others of a point of view and:

- present the case to the class or a group;
- evaluate its effectiveness.

Range
Fiction and poetry: *novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.*
Non-Fiction: *(i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Spelling strategies

1. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

Activity and Worksheets
- Y5 T3 W1 Spelling logs
- Y5 T3 W1 Glossary work
- Y5 T3 W1 My spelling journal

2. to use known spellings as a basis for spelling other words with similar patterns or related meanings;

Activity and Worksheets
- Y5 T3 W2 Spelling

3. to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.);

Activity and Worksheets
- Y5 T3 W3 Independent spelling strategies 1
- Y5 T3 W3 Independent spelling strategies 2

Spelling conventions and rules

4. to spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous interest description, carpet, sector, freedom, extra,* etc.; .

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Downloads
- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly planning Sheet
- Year 5 Term 1
- Year 5 Term 2
- Year 5 Term 3

BEST COPY AVAILABLE

Activity and Worksheets
Y5 T3 W4 Spelling polysyllabic words

5. to investigate and learn spelling rules:

- words ending in modifying *e* drop *e* when adding *ing*, e.g. *taking*;
- words ending in modifying *e* keep *e* when adding a suffix beginning with a consonant, e.g. *hopeful, lovely*;
- words ending in *y* preceded by a consonant change *y* to *ie* when adding a suffix, e.g. *flies, tried* - except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is *ee*, e.g. *receive*. Note and learn exceptions;

Activity and Worksheets
Y5 T3 W5 Spelling rules

6. to transform words, e.g. changing tenses: *-ed, -ing*; negation: *un-, im-, il-*; making comparatives: *-er, -est, -ish*; changing verbs to nouns, e.g. *-ion, -ism, -ology*; nouns to verbs: *-ise, -ify, -en*;
7. to recognise the spelling and meaning of the prefixes: *in-, im-, ir-, il-, pro-, sus-*;

Vocabulary extension

8. to identify everyday words such as *spaghetti, bungalow, boutique* which have been borrowed from other languages, and to understand how this might give clues to spelling;
9. to understand how words vary across dialects, e.g. *plimsolls, daps, sand-shoes, pumps*;
10. to understand how words can be formed from longer words, e.g. through the omission of letters - *o'clock, Hallowe'en*; through omission of prefixes - *(omni)bus, (tele)phone, (aero)plane*; through the use of acronyms - *radar, CD*;
11. to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses;
12. to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;
13. to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 1

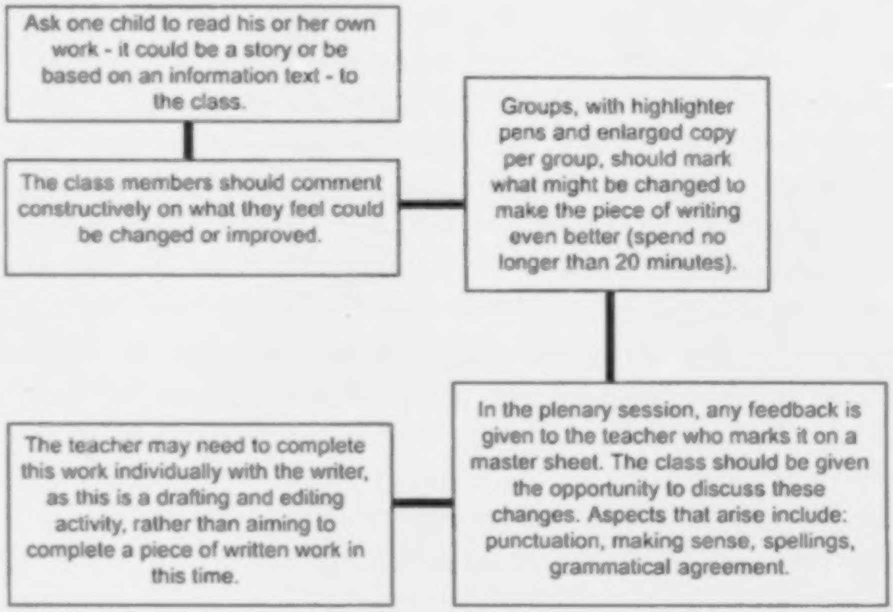
Objectives

To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.

N.B.
Detailed spelling checks should come after checks for coherence (sense) and intention.

Activities

Class



Ask one child to read his or her own work - it could be a story or be based on an information text - to the class.

The class members should comment constructively on what they feel could be changed or improved.

Groups, with highlighter pens and enlarged copy per group, should mark what might be changed to make the piece of writing even better (spend no longer than 20 minutes).

In the plenary session, any feedback is given to the teacher who marks it on a master sheet. The class should be given the opportunity to discuss these changes. Aspects that arise include: punctuation, making sense, spellings, grammatical agreement.

The teacher may need to complete this work individually with the writer, as this is a drafting and editing activity, rather than aiming to complete a piece of written work in this time.

Group

- Children should keep personal spelling journals to keep records of *words that I didn't know I knew* as well as *words to practise*. See Photocopiable Resource Sheet.
- Practice should be provided with children handwriting their word lists. These should be based on visual patterns.
- Children could find associated words themselves (from word banks or some computer spell checks) to practise with a spelling they need to learn.

Relevant published materials/resources

First Steps Spelling Resource Book, First Steps Spelling Developmental Continuum, (Heinemann).

Name:
Date:

My spelling journal

Words I didn't know I knew	Words to practise

Name:
Date:

Glossary work

Don't forget to put your glossary entries in alphabetical order.

Word or phrase	Definition

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 2

Objectives

To use known spellings as a basis for spelling other words with similar patterns or related meanings.

Activities

Group

- Encourage the class to collect *difficult* spellings and discuss ways of remembering them.
- Wherever possible make visual links with other words for practising through handwriting, preferably at speed.
- Collect words with prefixes and suffixes which have a focused meaning, e.g. *aqua, hydro, tele, bi, tri, uni, phone, mini, maxi, hyper.*
- Make a class glossary collection of prefixes/suffixes for reference. Add words as they are read, talked about and used.
- Keep and develop personal spelling journals. Also keep categories of words with the same pattern, e.g. prefix, suffix, topic/subject, difficult words.
- Practice should still be with handwriting strings wherever possible.

People

People **E**at **O**range **P**lants **L**eft (by) **E**lephants
Say **people,** using letter names of **E** and **O**
Compare with words with same **eo** pattern, e.g. **leopard, leotard**

Separate

There is **a rat** in sep**arat**e
Se**par**ate **par**ts
Para is like **para**chute

Piece

a **pie**ce of **pie**

Bus

a **bus** in **bus**y

Amusement

use in am**use**ment

Relevant published materials/resources

Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

Activities

WAYS TO HELP LEARN SPELLINGS

Beat out the syllables. Write out each beat as you say it, e.g. *re - mem - ber.*
Highlight the trickiest parts of the word. Over-write them.
Link new words with words you can already spell (analogy).
Look for spelling patterns and rules.

VISUAL LEARNERS

Change the look of the word, e.g. *div/ide; re/ceive.*
Find words within words, e.g. *foreign, sovereign; "There's a 'rat' in separate".*

AUDITORY LEARNERS

Change the sound of the word: exaggerate pronunciation, or change it, e.g. *b-e-a-utiful; Wed-nes-day.*
Say letter names in rhythm, e.g. *pe-op-le.*
Use rhythm to learn confusing patterns, e.g. *-i-o-n.*
Use mnemonics, e.g. *I Go Home Tonight; Only Ugly Lads Dance; Big Elephants Can Always Use Some Eggs.*

KINAESTHETIC LEARNERS

Trace the letters with a finger as you say or visualise the word.

EVERYONE

Learn the derivation - etymology - of words: *television, telephone, sincere, foreign.*
Remove or add prefixes and suffixes.

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13,** S. Hackman and L. Trickett (Hodder and Stoughton). **ACE Spelling Dictionary**, D. Moseley (LDA).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

N.B.
Activities can be modelled and then developed in groups.
Uses of technical and jargon words in the appropriate context is to be encouraged, but within narrative writing over-use of new words can become artificial.

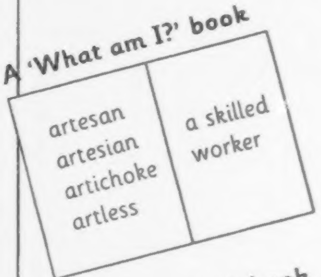
Activities

Class

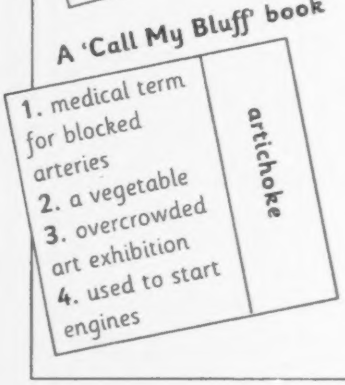
- To develop speed at finding words in dictionaries and practising alphabetical order skills, pairs of children could select words for others to find. The first finder has to read the definition and the teams keep scores.
- Where a range of dictionaries is used, discuss the advantages and disadvantages of brevity and fullness of entries.
- To encourage children to use new vocabulary, discuss new words in plenary sessions. Demonstrate ways to include words particularly in spoken explanations and reports, and across a range of written genres. Make a distinction between fiction and non-fiction/information uses.

horrid? horrible? horrendous?

A 'What am I?' book



A 'Call My Bluff' book


1. medical term for blocked arteries
2. a vegetable
3. overcrowded art exhibition
4. used to start engines
artichoke

Group

- To extend vocabulary and the understanding of clearer meanings, ask children to find a word in a Thesaurus, e.g. *horrible* and write down all the words given in one column. Then find alternatives to this list. Cross out the ones that are the same and the words which do not quite mean *horrible*.
- Create class glossaries through index work. See the Photocopiable Resource Sheet.
- Make glossaries for information books which do not have them.
- Use glossaries for word definition games. Make four sets on card. Children play *Kim's Game* or *Happy Families*, collecting a whole mixed set or four of the same. After 20 minutes regroup for plenary feedback. Use for technical terms.
- Look at joke books and find jokes where there is a play on words, e.g. Knock Knock jokes.
- Create a *What am I?* book for other groups/classes, with clues and a range of three to four words to choose from, which can only be checked using a dictionary.
- Create a *Call My Bluff* book, using one word and range of definitions for each page. This makes players look closely at words.
- This can be linked to a topic, e.g. looking at word derivation - *aqua* and *hydro* for water, useful for science, or for history.

Relevant published materials/resources

A range of Dictionaries and Thesauruses.
Software: **Children's Dictionary,** Dorling Kindersley. **Oxford English Dictionary** (OUP). **Oxford Thesaurus** (OUP). **Collins Electronic English Dictionary and Thesaurus** (Harper Collins). **Longmans Interactive English Dictionary** (Longman ELT). **NLA Docklands Project Pocket Book Activities Pack.**

NLS Activity Resource Sheet

Year	5
Term	3
Strand	W 4

Objectives

To spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous, interest, description, carpet, sector, freedom, extra,* etc.

Activities

Class

- 'Long-word spelling'. Discuss with the children how best to tackle the writing of long words. If they do not do so already, suggest breaking words into segments. Explain that long words are made up of little chunks and should not present too much of a problem, e.g. **mar/ma/lade**.
- Ask for the number of syllables and write a line for each one:

______ ______ ______

mar ______ lade

- Ask for the letters for each segment; the children will probably spell the first and last segments easily. They may disagree over the unstressed vowel in the middle and you will need to arbitrate or they could look it up in the dictionary.
- You now need to find a method to remember that spelling. Some may find it helpful to think of 'all 'a's' in the spelling; others may find another mnemonic.
- There are many words like this which offer a problem only in the unstressed vowel: *independent, separate, description, carpet.*
- When the correct spelling is displayed the children should decide how they can recall the spelling in the future.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	3
Strand	W 5

Objectives

To investigate and learn spelling rules: words ending in silent *e* drop *e* when adding *ing*, e.g. *taking*; words ending in silent *e* keep *e* when adding a suffix beginning with a consonant, e.g. *hopeful, lovely*; words ending in *y* preceded by a consonant change *y* to *ie* when adding a suffix, e.g. *flies*, except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is *ee*.

Activities

Group

- Children can categorise the words in these lists according to whether and in what way the root changes when 'ly' is added. When they have formulated a set of rules they should add 'ly' to the words in the right hand column.

mad	madly	pure	purely	possible	
safe	safely	probable	probably	mighty	
main	mainly	weary	wearily	grateful	
love	lovely	simple	simply	final	
friend	friendly	magical	magically	most	
easy	easily	single	singly	near	
terrible	terribly	lucky	luckily	general	
beautiful	beautifully	active	actively	childish	
month	monthly	pretty	prettily	rapid	
sporting	sportingly	separate	separately	miserable	
gracious	graciously	careless	carelessly	eager	
cruel	cruelly	spiral	spirally	annual	

- Children can generate words ending in 'ible' and 'able'. Both suffixes mean 'fit for'.
- They can attempt to find a rule which determines whether 'ible' or 'able' is correct (if the root is a recognisable word, add -able; if the root is not a word, add -ible; if the root ends in a 'k' sound, add -able).

acceptable
edible
legible
understandable
visible
despicable
changeable
possible
amicable
readable
incredible
irrevocable

Relevant published materials/resources

department for
education and skills

Raising Standards The Standards Site

What's New | Bulletins | Forums | Feedback | Search | Help   Pick an area

Your path: Home > Literacy > NLS Framework > Year 5 Term 3

The National Literacy Strategy

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.*

Non-Fiction: *(i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to secure the basic conventions of standard English:

- agreement between nouns and verbs;
- consistency of tense and subject;
- avoidance of double negatives;
- avoidance of non-standard dialect words;

2. to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;
3. to search for, identify and classify a range of prepositions: *back, up, down, across, through, on,* etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term preposition;

Activity and Worksheets

Y5 T3 S3 Prepositions

Sentence construction and punctuation

4. to use punctuation marks accurately in complex sentences;

Activity and Worksheets

Y5 T3 S4 164k Y5 T3 S4 Punctuation in complex sentences

5. to revise use of apostrophes for possession (from Y4 term 1);
6. to investigate clauses through:

- identifying the main clause in a long sentence;
- investigating sentences which contain more than one clause;
- understanding how clauses are connected (e.g. by combining three short sentences into one);

Activity and Worksheets

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly planning Sheet

Year 5 Term 1

Year 5 Term 2

Year 5 Term 3

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Y5 T3 S6 Clauses

7. to use connectives to link clauses within sentences and to link sentences in longer texts

Activity and Worksheets
Y5 T3 S7 Connectives

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

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Range

Fiction and poetry: *novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.*

Non-Fiction: *(i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to secure the basic conventions of standard English:
   - agreement between nouns and verbs;
   - consistency of tense and subject;
   - avoidance of double negatives;
   - avoidance of non-standard dialect words;
2. to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;
3. to search for, identify and classify a range of prepositions: *back, up, down, across, through, on,* etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term preposition;

Activity and Worksheets

Y5 T3 S3 Prepositions

Sentence construction and punctuation

4. to use punctuation marks accurately in complex sentences;

Activity and Worksheets

Y5 T3 S4 164k Y5 T3 S4 Punctuation in complex sentences

5. to revise use of apostrophes for possession (from Y4 term 1);
6. to investigate clauses through:
   - identifying the main clause in a long sentence;
   - investigating sentences which contain more than one clause;
   - understanding how clauses are connected (e.g. by combining three short sentences into one);

Activity and Worksheets

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Spelling bank: lists of words and activities for the KS2 spelling objectives

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly planning Sheet

Year 5 Term 1

Year 5 Term 2

Year 5 Term 3

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Y5 T3 S6 Clauses

7. to use connectives to link clauses within sentences and to link sentences in longer texts

Activity and Worksheets
Y5 T3 S7 Connectives

NLS Activity Resource Sheet

Year	5
Term	3
Strand	S 3

Objectives

To search for, identify and classify a range of prepositions: *back, up, down, across, through, on,* etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term 'preposition'.

Activities

Shared and Group Reading

- Identify prepositions as words that indicate the position of a noun within a sentence.
- Use prepositions in gymnastics, e.g. *run forwards, backwards, etc.*
- Write a preposition list poem, e.g.

> Above the sky, eternity lurks.
> Above the roof, the chimney squats.
> Above the scalp, hairs bristle ..., etc.

- Prepare cloze procedure with prepositions extracted.
- Produce passages with prepositions muddled up.
- Use colour-coded words to reinforce the function and place in sentences of prepositions.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	3
Strand	S 4

Objectives

To use punctuation marks accurately in complex sentences.

Activities

Shared and Group activity

- Investigate in groups how commas are used in a given passage or own reading books. Prepare a poster or presentation for the plenary defining three different times when a comma might be used. Provide examples to illustrate.
- Read sentences, then passages with no commas. Insert where they should be.
- Reinforce use of commas during Shared Writing – to break up a list, give a pause in a sentence, 'bracket' extra information that is dropped into a sentence, e.g. *Sally, who knew no fear, faced the lion.*
- List words or places in sentences which usually are followed by a comma, e.g. *however, meanwhile, certainly, inevitably, cautiously, later on, ... etc.*

> Before she/he said, e.g. "Come on," she said.
> After he/she said, e.g. She said, "come on."

- Find examples of longer, more complex sentences that use a comma e.g. *Staring helplessly at the branch, they began to crawl towards the tree trunk. Burglars, especially those who are dangerous, must be treated with caution,* etc.
- Notice, discuss and draw attention to the use of commas in reading.
- Use proof-reading as a taught, group activity to discuss instances using a passage with little, no or incorrect punctuation.
- Devise cloze procedures where punctuation marks have been replaced by other symbols. Ask children to list and try to decide which are commas, etc.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	3
Strand	S 6

Objectives

To investigate clauses through: identifying the main clause in a long sentence; investigating sentences which contain more than one clause; understanding how clauses are connected (e.g. by combining three short sentences into one).

Activities

Shared and Group activity

- Identify and list simple sentences, e.g. *I saw a dog. The dog ran by the shed*, etc.
- Identify and list complex sentences, e.g. *I made an omelet and I boiled up a cup of tea ...*
When I had made an omelet I boiled up a cup of tea because I needed to quench my thirst.
- Use coloured markers to show how complex sentences consist of different clauses joined together. Highlight clauses in one colour and the words used to connect in another colour. Each clause will contain a verb, e.g. *I* ***made*** *an omelet and I* ***boiled*** *up a cup of tea.*
- Examine complex sentences to see if you can 'extract' simple sentences, e.g.

> Although the wood cutter was strong it soon became evident that his axe was worse than useless.
> **becomes**
> The wood cutter was strong. His axe was useless.

- Extract phrases (groups of words with no verb) from complex sentences, e.g.

> Cindy wandered down to the noisy arcade
> so that she could buy a fluffy dog.
>
> **Phrases**:
> the noisy arcade, a fluffy dog.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	3
Strand	S 7

Objectives

To use connectives to link clauses within sentences and to link sentences in longer texts.

Activities

Shared or Group Writing

- List simple phrases, clauses and sentences onto cards as well as connecting words, e.g. *although, because, nevertheless, if after, however, since, therefore, during, until, when, etc.*
- Combine sentences, clause and phrases using connectives to make complex sentences, e.g.

> **phrases** – her fluffy dog, the poodle parlour, a bad cold, etc.
> **clauses and sentences** – Joanna went slowly down the road, it had, etc.
>
> **Becomes**
>
> Joanna went slowly down the road **with** her fluffy dog **towards** the poodle parlour **because** it had a bad cold.
> (Connectives in bold.)

- If you present a reasonably long list some amusing and possibly bizarre sentences can be invented!
- Play a variation of the parlour game 'consequences'. In threes, one child lists simple sentences or clauses into a first column. The next child lists possible connectives. The third lists more simple sentences. When the paper is unfolded interesting combinations emerge, e.g.

> I saw a peacock
> although
> the dog was barking.

- 'Drop' clauses or phrases into simple sentences to extend or add detail, e.g. *'The train that Jane had taken was late.'*

Relevant published materials/resources

department for
education and skills

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The National Literacy Strategy

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ■
Comprehension and composition

Range
Fiction and poetry: *novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.*
Non-Fiction: *(i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs:

- identify these features by reference to the text;
- consider and evaluate these features in relation to their own experience;

Activity and Worksheets
Y5 T1 T1 Text from different cultures

2. to identify the point of view from which a story is told and how this affects the reader's response;

Activity and Worksheets
Y5 T3 T2 Points of view

3. to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective;
4. to read, rehearse and modify performance of poetry;

Activity and Worksheets
Y5 T3 T4 Poetry Performance

5. to select poetry, justify their choices, e.g. in compiling class anthology;

Activity and Worksheets
Y5 T3 T5 Selecting Poetry

6. to explore the challenge and appeal of older literature through:

Related Items

Medium frequency words to be taught through Years 4 and 5

Technical Vocabulary List

Quality text to support the teaching of writing

Year 5 Booster Units

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly planning Sheet

Year 5 Term 1

Year 5 Term 2

Year 5 Term 3

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- listening to older literature being read aloud;
- reading accessible poems, stories and extracts;
- reading extracts from classic serials shown on television;
- discussing differences in language used;

Activity and Worksheets

Y5 T3 T6 Older Literature 1

Y5 T3 T6 Older Literature 2

Writing composition

7. to write from another character's point of view e.g. retelling an incident in letter form;
8. to record predictions, questions, reflections while reading, e.g. through the use of a reading journal;

Activity and Worksheets

Y5 T1 T8 Recording thoughts

9. to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter;

Activity and Worksheets

Y5 T1 T9 Mimicking authors

10. to write discursively about a novel or story, e.g. to describe, explain, or comment on it;

Activity and Worksheets

Y5 T3 T10 Writing discursively about a text

11. to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation;

Activity and Worksheets

Y5 T3 T11 Using performance poems as a model

Non-Fiction
Reading comprehension

12. to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate;

Activity and Worksheets

Y5 T1 T12 Letters

13. to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, e.g.

- the deliberate use of ambiguity, half-truth, bias;
- how opinion can be disguised to seem like fact;

14. to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;
15. from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. *'surely', 'it wouldn't be very difficult...'*; persuasive definitions, e.g. *'no-one but a complete idiot...', 'every right-thinking person would ...' 'the real truth is...'*; rhetorical questions *'are we expected to..?' 'where will future audiences come from..?*;. pandering, condescension, concession etc.; *'Naturally, it takes time for local residents...'*; deliberate ambiguities, e.g. *'probably the best...in the world' 'known to cure all...', 'the professionals' choice'*;

Activity and Worksheets
Y5 T3 T15 Persuasive devices

16. notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked;

Writing composition

17. to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state;
18. to write a commentary on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points;
19. to construct an argument in note form or full text to persuade others of a point of view and:

- present the case to the class or a group;
- evaluate its effectiveness.

Activity and Worksheets
Y5 T3 T19 Constructing an argument
Y5 T3 T19 Planning my reasons
Y5 T3 T19 Argument Frame

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 1

Objectives

To investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs.

Activities

Class

- Select short extracts from a range of novels set in different cultures. Look for clues which establish the setting, different way of life, historical period. Discuss how those differences might affect you. Compare with the children's own lives and experiences. Extend the background by selection of information texts.

Group

- Imaginative writing. Ask the children to put themselves in the setting or culture of one of the extracts. They should write in the present tense and describe how they are feeling.
- Annotate further extracts to identify different ways of life.
- Research for appropriate background information to support reading of fiction extracts.

Plenary

- Discuss advantages and disadvantages of living in different worlds.

Relevant published materials/resources

The Children of Winter, Bertie Doherty (Mammoth). **On the Banks of Plum Creek,** Laura Ingalls Wilder (Mammoth). **Banana Day Trip,** James Berry in **The Future Telling Lady,** (Hamish Hamilton). **War Horse,** Michael Morpurgo (Mammoth). **Fatal Error,** Helen Dunmore (Yearling). **Brother Eagle, Sister Sky,** Chief Seattle (Puffin). **The Diddakoi,** Rumer Godden (Puffin). **The Patchwork Quilt,** Valerie Flournoy (Puffin). **Walkabout,** J.V. Marshall (Puffin). **Zlata's Diary** Zlata Filipovic (Puffin).

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 2

Objectives

To identify the point of view from which a story is told and how this affects the reader's response.

Activities

Class

- For Shared Reading, prepare extracts from stories told from different points of view, e.g.:
  - the third person but from the perspective of a particular character, e.g. **Blabbermouth**;
  - in the first person by the main character, e.g. **Just Ferret**,
  - in the first person by an observer or secondary character, e.g. **Spit Nolan.**
- Prompt the children to identify narrators and points of view, and compare the effects of these different ways of telling stories, in particular the information which the reader has or does not have access to.
- For Shared Reading, prepare extracts in which characters are presented by the author in different ways, if possible from the same book, e.g. **Danny the Champion of the World**. How does the author feel about this character? How does the author want the reader to feel? Prompt the children to describe how other familiar characters from their reading are presented.

My
Book
of
Villains

Group

- Identify from their reading characters who would be candidates for inclusion in a Book of Villains, A Book of Heroes, A Book of Fools, etc. Write a biographical sketch of each, making the case.
- Rework an episode, changing the treatment of a character, e.g. presenting him or her in a less or more sympathetic way.
- Rework an episode from a different point of view, e.g. as a first person narrative told by a main character; in the third person, putting a different character in the foreground; in the first person as an observer.
- Survey a selection of stories the children have recently read, and make notes explaining who tells the story and from what point of view.

Plenary

- Discuss and choose between candidates for inclusion in the Book of Villains, etc.

Relevant published materials/resources

Danny, the Champion of the World, Roald Dahl (Puffin). **Blabbermouth,** Maurice Gleitzman (Hippo). **Just Ferret,** Gene Kemp (Puffin). **The Midnight Fox,** Betsy Byars (Puffin). **Grandpa Chatterji,** Jamila Gavin (Mammoth). **Spit Nolan,** Bill Naughton (Creative Education).

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 4

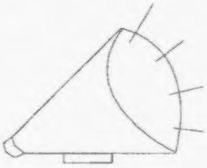
Objectives

To read, rehearse and modify performance of poetry.

Activities

Group

- Let children select a poem they feel is appropriate to perform. They should experiment with voices, gestures, movement and sounds to produce a choral reading.
- Listen to their 'reading' and prompt them to refine and modify, trying out the reading in different ways, e.g.



slower or quicker pace,
soft or loud,
with or without expression,
solo or all together,
with or without musical backing.

- Use tape recording for children to hear and evaluate their reading, giving sufficient time to improve before performing. Don't forget to use finger clicking, claps and stamps to provide rhythm!

Shared activity

- Select with the whole class a poem to be performed chorally by the class. Practise and refine, using different combinations of voices, encouraging children to evaluate and suggest variations. Give sufficient time, rehearsing over several weeks with a short input daily.
- Perform to other classes.
- Build up a school tape or video of 'performed' poems.

Relevant published materials/resources

Invite a performance poet into school. Contact the Education Officer of the Poetry Society of Great Britain, 22 Betterton Street, London WC2H 9BU (tel. 0171 240 4810) for more information.

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 5

Objectives

To select poetry, justify their choices, e.g. in compiling class anthology.

Activities

Shared or group reading

- Introduce and use poetic 'terms' while discussing poetry.
- Ask children to create a wall chart of terms and examples or a 'poetry glossary'

Group

- Children could sift through and select out favourite poems from different cultures and traditions. These might be presented by each child reading one poem onto a tape of 'world poems' or in a scrapbook with a map showing country of origin. In a scrapbook the selected poems – one per child – or favourite lines/verses or phrases could be accompanied by a brief statement about why it has been selected.
- Use a large map of the U.K. to plot poems and poets onto places.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 6

Objectives

To explore the challenge and appeal of older literature through: listening to older literature being read aloud; reading accessible poems, stories and extracts; reading extracts from classic serials shown on television; discussing differences in language used.

Activities

Class

- Read some extracts from classic literature, if possible, after seeing TV or film version.
- What is a classic? Link with Word level work. Brainstorm different usages of the word 'classic', e.g. relate to music, cars, use in advertising. Collect examples from magazines, etc.
- Look up the word in a dictionary or thesaurus. Draw up a list of interpretations, e.g.

typical,
superior,
time-honoured,
lasting,
ancient,
excellent,
well-established masterpiece,
prototype.

- Ask the class to suggest any 'classic' novels. Does the author have to be dead for a book to be a classic? Take a vote on the best-known or most popular title. Why?
- What classics have the children seen on TV or as a film?
- What ingredients are timeless? Discuss features of plot, character and setting in some of the novels mentioned. Relate to Shakespeare, e.g. *Romeo and Juliet*.

Group

- Working together, collect some 'timeless themes' and if possible, titles of classic novels that illustrate them. Propose some new classics.

Plenary

- Ask children to put forward 'new' classics and argue their case. Scribe and display an 'ingredients' list.

Relevant published materials/resources

The Secret Garden, Francis Hodgson Burnett (Puffin). **The Wizard of Oz,** L. Frank Baum (Puffin). **Great Expectations,** Charles Dickens (Puffin). Some abridged classics, e.g. **Little Women,** Louisa M. Alcott (Puffin) – also video (Columbia), **Pride and Prejudice,** Jane Austin (Puffin). **The Coral Island,** R.M. Ballantyne (Puffin). Publishers' booklists of 'modern classics', e.g. Puffin. **Jungle Book,** Kipling (Puffin) – also Disney video. **Chronicles of Narnia,** C.S. Lewis (Collins and BBC video). **The Puffin Treasury of Classics** (Viking).

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 6

Objectives

To explore the challenge and appeal of older literature through: listening to older literature being read aloud; reading accessible poems, stories and extracts; reading extracts from classic serials shown on television; discussing differences in language used.

Activities

N.B.
Relate activities to classic fiction and poetry read outside the Literacy Hour.

Class

- Select and prepare for Shared Reading on OHT a passage containing unusual or out-dated words and expressions. Prompt the children to identify and discuss these words and expressions, considering their meaning and effect. Mark up and annotate the text.
- For examples of out-dated language, ask: *What would we say today?* Use this as a way into broader discussion of language change over time by compiling lists of currently fashionable words and expressions, e.g. ones to describe something as very good or very bad.
- As a Shared Writing activity, experiment with composing something in the style of the passage examined, e.g. a description of something else; a discussion between the characters on another subject.

Group

- Discuss, mark up and annotate similar passages, both ones provided by you and ones found by the children themselves.
- Identify from their reading of classic fiction and poetry words for inclusion in a *Dictionary of Unusual Words* or a *Dictionary of Old-fashioned Words*. Include definitions and quotations.
- The children work independently to write a piece in the style of a passage they have examined.
- Pairs of children take the role of characters from a familiar classic story and improvise a conversation, using words and expressions from the original source.

Plenary

- Introduce and read aloud a passage they have found.
- Explain the language features they have noted.
- Present role-play conversations.
- Plan the compilation of class word collections and dictionaries.

Relevant published materials/resources

Novels by Dickens, e.g. **David Copperfield**, abridged for public reading (North South Books), **Stand Up Mr Dickens,** extracts selected by Edward Blishen (Orion). **Moonfleet,** J. Meade Faulkner (Puffin). **The Prince and the Pauper,** Mark Twain (Puffin). **The Water Babies,** Charles Kingsley. **Lorna Doone,** R.D. Blackmore (Puffin). Extracts from: **Gulliver's Travels,** Johnathan Swift (Puffin), **Black Beauty,** Anna Sewell (Puffin), **Robinson Crusoe,** Daniel Defoe (Puffin). **La Belle Dame sans Merci, Ode to Autumn,** John Keats in **The Rattlebag Anthology** (Faber).

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 8

Objectives

To record predictions, questions, reflections while reading, e.g. through the use of a reading journal.

N.B.
Link with **Y5 T1 T13** and **Y6 T3 T8**. Reading journals can be an ongoing activity but will need revitalising fairly frequently, e.g. discuss how opinions about a book may change over time – read extracts.

Activities

Class

- Ask the children to read from logs, or use photocopies or OHTs.
- Focus on predictions and questions in the early stages of reading and practise together, using the opening page from a book set in an unfamiliar setting.
- Include myths and legends from other cultures.

Group

- Provide photocopies of first or middle pages from a variety of books from different cultures at differentiated reading levels. Highlight anything unfamiliar, annotated with questions you need to explore.
- In a reading log, ask the children to write their own mental picture, sketching this if appropriate. Use the Photocopiable Resource Sheet, *What's Going On When You Read*?
- Interrogate the book cover before looking at the story. See the example given in the Teacher's Guide.

Plenary

- Collect the children's *mental pictures*, include adults' as well if possible, for a classroom display. Develop these in an art activity outside the Literacy Hour.

Relevant published materials/resources

The Future Telling Lady, James Berry (Hamish Hamilton). **Seasons of Splendour,** Madhur Jaffrey – Indian myths and legends (Puffin). **Grandpa Chatterji,** Jamila Gavin (Mammoth). **Stories Round The World** (Hodder and Stoughton). **The Julian Stories,** Ann Cameron (Yearling). **Akimbo and the Elephants,** Alexander McCall Smith (Mammoth).

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 9

Objectives

To write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter.

N.B.
Choose a story with strong, distinctive stylistic features and read this as a class novel outside the Literacy Hour.

Activities

Stay in your own bit of the playground!

Class

- Recap the story so far, and prepare for Shared Reading a page that highlights key stylistic features, e.g. descriptive writing, dialogue.
- Prompt the children to identify and discuss these features in detail. Focus, as appropriate, on word choice, structure and length of sentences, use of imagery, how people talk.
- Experiment with Shared Writing in this style.
  - How would this author describe X?
  - How would she/he write a conversation about Y?
- Focus attention on the features identified. Suggest and try out the possibilities.

Which bit?

Group

- Work out what might happen next, and write this episode in the style of the author.
- Write an invented conversation between two characters in the story, e.g. about the conflict or issue in question, using the author's way of handling dialogue. Provide a sample text for the children to refer to as a model.
- Write a description of a person, place or object in the style of the author. Provide a sample text.

The girls' bit of course!

Plenary

- Share the episodes, dialogues or descriptions the children have written.
- Discuss the extent to which they follow the author's style.

Relevant published materials/resources

Misery Guts and sequels (Piper). **Blabbermouth** and sequels, Morris Gleitzman (Hippo). **Krindlekrax, Meteorite Spoon, Kasper in the Glitter**, Philip Ridley (Red Fox). **The Iron Man**, Ted Hughes (Faber). **Goggle Eyes, Bill's New Frock**, Anne Fine (Mammoth). **The Mum Minder**, Jacqueline Wilson (Transworld).

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 10

Objectives

To write discursively about a novel or story, e.g. to describe, explain, or comment on it.

N.B.
This activity builds on earlier evaluation work and anticipates the more formal discursive essay in **Y6 T3 T12.**

Activities

Class

- Base the review on personal reading, or a class or group novel. Use a model of older children's writing if possible, or book reviews from quality sources.
- Brainstorm a list of headings that will help to structure the writing: e.g.
  - *something about the author*
  - *what is it all about? (setting, character, plot summary)*
  - *the atmosphere or mood of the story*
  - *personal response*
  - *was the story plausible or fantastic? real or escapist?*
  - *who would enjoy it? (kind of person, age)*
  - *star rating.*
- If necessary, construct a writing frame together. See non-fiction guidance on using writing frames.
- Agree an optimum length and some success criteria, e.g. gives a clear, brief summary of the plot, makes you want to read the book, conveys a personal response and feelings.

Group

- Working in pairs as *response partners*, concentrate on covering all the criteria.
- Swap (or do this in a future session) and assess according to the agreed criteria.

Plenary

- Evaluate one or two pieces of work. Identify aspects to develop further or improve.

Relevant published materials/resources

Shared Reading, The English Centre, can be adapted for the Primary age range.
Tell Me, Aidan Chambers (Thimble Press). **Teaching Fiction 9 – 14,** Michael Benton and Geoff Fox (OUP) – particularly chapters 3 and 6. **Books for Keeps** – children's book magazine, 6 Brightfield Rd, Lee, London SE12 8QF.

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 11

Objectives

To use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.

Activities

Shared or group writing

- Select a performance poem that uses repetitive phrases or a simple structure that children can emulate. For instance, base a poem on 'Stufferation' by Adrian Mitchell.

'Shops display them
Chickens lay them.
Eggs.
I like that stuff'.

Complete poem, revise, rehearse and perform to class.

- Select any other focus arising from memory, experience, observation, obsession, fantasy, dream or structure. Draft, revise and present a poem for class anthology. To do this:

- discuss the focus in Shared Writing,
- provide examples,
- demonstrate,
- provide a quiet atmosphere for drafting.

To create concentration set a time limit for writing of 10–15 minutes. Encourage children to select detail and words with care to create impact. For instance, after drawing hands:

'My fist clenches
tight as a stone,
ready to collect my revenge.
The knuckles whiten,
skin tightens –
to stroke or frighten.'

Relevant published materials/resources

'Stufferation' by Adrian Mitchell is found in **Balloon Lagoon** (Orchard Books).

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 12,13

Objectives

To read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, (ii) how language is used ... ; to read other examples, e.g. newspaper comment, headlines, adverts, fliers, etc. Compare writing which informs and persuades ... .

Activities

Class

- Use an enlarged text taken from a newspaper that is intended to persuade. Letters, editorials, personal columns may be suitable for this.
- Read the text together and discuss with the class which parts of it they feel they should believe and which they feel sceptical about.
- Mark on the text elements that are intended to persuade the reader. You might focus on:

1. The text's layout – where is the eye immediately drawn and why?
2. The information presented in the text – why was that information selected and other items not?
3. The choice of vocabulary in the text – what is the effect of certain words being used?
4. The use of opinion – are opinions clearly marked as such or are they disguised to look like fact?

- Repeat the activity above but use two texts, taken from different sources, each of which gives a slightly different view of the facts.
- Discuss with the class the viewpoints from which these texts are written and how you can tell.

Group

- Some children can repeat the activity in their groups, using different texts. Others can try writing their own persuasive texts, using some of the 'tricks' they have been discovering.
- Other groups can explore a range of text presentation devices such as bullet points, numbered lists, sub-headings, dropped capitals. All of these will be found in magazines and newspapers and the children can discuss and speculate on their purpose before trying to incorporate them in their own writing.

Plenary

- You will need to discuss thoroughly the issues that arise as children explore and attempt to write persuasively.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	3
Strand	T 15

Objectives

From reading to collect and investigate use of persuasive devices, e.g. words and phrases, e.g. *'surely', 'it wouldn't be very difficult ...'* ; persuasive definitions e.g. *'no one but a complete idiot ...'*; rhetorical questions *'are we expected to ...', 'where will future audience come from ...?'* ; pandering condescension, concession, etc.; *'Naturally, it takes time for local residents ...'* deliberate ambiguities.

Activities

Shared and Group Reading

- From a range of persuasive texts play 'spot the bias'. Underline whenever the writer is trying to persuade the reader. Circle the specific words used. Extract and list these in a chart.
- Imitate the language of persuasion through studying adverts and extracting persuasive phrases and clauses.
- Create adverts to sell off the class hamster, Henry VIII, a friend, etc.
- Create a collage of advertising phrases cut from magazines.
- In longer articles read and highlight persuasive language. Report back listing the instances. Explain the viewpoint that the article is persuading the reader to and the opposite view.
- Model the use of persuasive phrases in Shared Writing; link to non-fiction work.
- Practise using persuasive phrases by writing short, expository texts, purposefully using different devices.

To persuade readers use the following ...

Relevant published materials/resources

Name:
Date:

Planning my reasons

I believe that ____

Here are some reasons for this:

Name:
Date:

Argument frame

Some people might argue that
____

but I think that ______________________________
____

for several reasons.

One reason is that ____________________________
____
____

A further reason is that _______________________
____
____

Furthermore _________________________________
____
____

Therefore, although some people think _____________
____

I think I have shown __________________________
____

YEAR TERM

6 1

Range

Fiction and poetry: *classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV.*

Non-Fiction: *(i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;

3 to use independent spelling strategies, including:
- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

4 revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 term 3;

5 to use word roots, prefixes and suffixes as a support for spelling, e.g. *aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex;*

6 to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore,* etc.; link to sentence level work on connectives;

Vocabulary extension

7 to understand how words and expressions have changed over time, e.g. old verb endings *-st* and *-th* and how some words have fallen out of use, e.g. *yonder, thither;*

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to revise from Y5:
- the different word classes, e.g. prepositions;
- re-expressing sentences in a different order;
- the construction of complex sentences;
- the conventions of standard English;
- adapting texts for particular readers and purposes;

2 to revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive, and vice versa;

3 to note and discuss how changes from *active* to *passive* affect the word order and sense of a sentence;

Sentence construction and punctuation

4 to investigate connecting words and phrases:
- collect examples from reading and thesauruses;
- study how points are typically connected in different kinds of text;
- classify useful examples for different kinds of text – for example, by position *(besides, nearby, by);* sequence *(firstly, secondly…);* logic *(therefore, so, consequently);*
- identify connectives which have multiple purposes (e.g. *on, under, besides*);

5 to form complex sentences through, e.g.:
- using different connecting devices;
- reading back complex sentences for clarity of meaning, and adjusting as necessary;
- evaluating which links work best;
- exploring how meaning is affected by the sequence and structure of clauses;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator;

2 to take account of viewpoint in a novel through, e.g.:
- identifying the narrator;
- explaining how this influences the reader's view of events;
- explaining how events might look from a different point of view;

3 to articulate personal responses to literature, identifying why and how a text affects the reader;

4 to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes;

5 to contribute constructively to shared discussion about literature, responding to and building on the views of others;

Writing composition

6 to manipulate narrative perspective by:
- writing in the voice and style of a text;
- producing a modern retelling;
- writing a story with two different narrators;

7 to plan quickly and effectively the plot, characters and structure of their own narrative writing;

8 to summarise a passage, chapter or text in a specified number of words;

9 to prepare a short section of story as a script, e.g. using stage directions, location/setting;

8 to research the origins of proper names, e.g. place names such as *-borough or -chester*, surnames such as *Donaldson*, *O'Donnell* and *MacDonald*, the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers;

9 to understand how new words have been added to the language, e.g. *trainers, wheelie;*

10 to understand the function of the etymological dictionary, and use it to study words of interest and significance.

6 to secure knowledge and understanding of more sophisticated punctuation marks:
- colon;
- semi-colon;
- parenthetic commas, dashes, brackets.

10 to write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually;

Non-Fiction

Reading comprehension

11 to distinguish between biography and autobiography;
- recognising the effect on the reader of the choice between first and third person;
- distinguishing between fact, opinion and fiction;
- distinguishing between implicit and explicit points of view and how these can differ;

12 to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets;

13 to secure understanding of the features of non-chronological reports:
- introductions to orientate reader;
- use of generalisations to categorise;
- language to describe and differentiate;
- impersonal language;
- mostly present tense;

Writing composition

14 to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.:
- preparing a CV
- composing a biographical account based on research;
- describing a person from different perspectives, e.g. police;
- description, school report, newspaper obituary;

15 to develop a journalistic style through considering:
- balanced and ethical reporting;
- what is of public interest in events;
- the interest of the reader;
- selection and presentation of information;

16 to use the styles and conventions of journalism to report on e.g. real or imagined events;

17 to write non-chronological reports linked to other subjects;

18 to use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

department for
education and skills

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The National Literacy Strategy

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■ NLS Framework   ☐ Resources

Year: Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6
Term: Reception | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | ☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV.*

Non-Fiction: *(i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Spelling strategies

1. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

Activity and Worksheets

- Y6 T1 W1 Spelling checks and logs
- Y6 T1 W1 Glossary work
- Y6 T1 W1 My spelling journal
- Y6 T1 W1 Spelling logs

2. to use known spellings as a basis for spelling other words with similar patterns or related meanings;

Activity and Worksheets

- Y6 T1 W2 Spelling

3. to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Activity and Worksheets

- Y6 T1 W3 Independent spelling strategies 1
- Y6 T1 W3 Independent spelling strategies 2

Spelling conventions and rules

4. revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 term 3;

Related Items

- Technical Vocabulary List
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Target statements for writing
- Year 6 Planning Exemplification 2001-2002
- Illustrative target statements for reading

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 6 Term 1
- Year 6 Term 2
- Year 6 Term 3

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Activity and Worksheets
Y6 T1 W4 Polysyllabic words

5. to use word roots, prefixes and suffixes as a support for spelling, e.g. *aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex;*

6. to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore*, etc.; link to sentence level work on connectives;

Vocabulary extension

7. to understand how words and expressions have changed over time, e.g. old verb endings *-st* and *-th* and how some words have fallen out of use, e.g. *yonder, thither;*
8. to research the origins of proper names, e.g. place names such as *-borough* or *-chester*, surnames such as *Donaldson, O'Donnell* and *MacDonald*, the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers;
9. to understand how new words have been added to the language, e.g. *trainers, wheelie;*
10. to understand the function of the etymological dictionary, and use it to study words of interest and significance.

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 1

Objectives

To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.

N.B.
Detailed spelling checks should come after checks for coherence (sense) and intention.

Activities

Class

Ask one child to read his or her own work - it could be a story or be based on an information text - to the class.

The class members should comment constructively on what they feel could be changed or improved.

Groups, with highlighter pens and enlarged copy per group, should mark what might be changed to make the piece of writing even better (spend no longer than 20 minutes).

In the plenary session, any feedback is given to the teacher who marks it on a master sheet. The class should be given the opportunity to discuss these changes. Aspects that arise include: punctuation, making sense, spellings, grammatical agreement.

The teacher may need to complete this work individually with the writer, as this is a drafting and editing activity, rather than aiming to complete a piece of written work in this time.

Group

- Children should keep personal spelling journals to keep records of *words that I didn't know I knew* as well as *words to practise*. See Photocopiable Resource Sheet.
- Practice should be provided with children handwriting their word lists. These should be based on visual patterns.
- Children could find associated words themselves (from word banks or some computer spell checks) to practise with a spelling they need to learn.

Relevant published materials/resources

First Steps Spelling Resource Book, First Steps Spelling Developmental Continuum, (Heinemann).

Name:
Date:

My spelling journal

Words I didn't know I knew	Words to practise

Name:
Date:

Glossary work

Don't forget to put your glossary entries in alphabetical order.

Word or phrase	Definition

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 2

Objectives

To use known spellings as a basis for spelling other words with similar patterns or related meanings.

Activities

Group

- Encourage the class to collect *difficult* spellings and discuss ways of remembering them.
- Wherever possible make visual links with other words for practising through handwriting, preferably at speed.
- Collect words with prefixes and suffixes which have a focused meaning, e.g. *aqua, hydro, tele, bi, tri, uni, phone, mini, maxi, hyper.*
- Make a class glossary collection of prefixes/ suffixes for reference. Add words as they are read, talked about and used.
- Keep and develop personal spelling journals. Also keep categories of words with the same pattern, e.g. prefix, suffix, topic/subject, difficult words.
- Practice should still be with handwriting strings wherever possible.

People

People **E**at **O**range **P**lants **L**eft (by) **E**lephants

Say **people,** using letter names of **E** and **O**

Compare with words with same **eo** pattern, e.g. **leopard, leotard**

Separate

There is **a rat** in sep**arate**

Sep**ar**ate **par**ts

Para is like **para**chute

Piece

a **pie**ce of **pie**

Bus

a **bus** in **bus**y

Amusement

use in am**use**ment

Relevant published materials/resources

Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

Activities

WAYS TO HELP LEARN SPELLINGS

Beat out the syllables. Write out each beat as you say it, e.g. *re - mem - ber.*
Highlight the trickiest parts of the word. Over-write them.
Link new words with words you can already spell (analogy).
Look for spelling patterns and rules.

VISUAL LEARNERS

Change the look of the word, e.g. *div/ide; re/ceive.*
Find words within words, e.g. *foreign, sovereign; "There's a 'rat' in separate".*

AUDITORY LEARNERS

Change the sound of the word: exaggerate pronunciation, or change it,
e.g. *b-e-a-utiful; Wed-nes-day.*
Say letter names in rhythm, e.g. *pe-op-le.*
Use rhythm to learn confusing patterns, e.g. *-i-o-n.*
Use mnemonics, e.g. *I Go Home Tonight; Only Ugly Lads Dance;*
Big Elephants Can Always Use Some Eggs.

KINAESTHETIC LEARNERS

Trace the letters with a finger as you say or visualise the word.

EVERYONE

Learn the derivation - etymology - of words:
television, telephone, sincere, foreign.
Remove or add prefixes and suffixes.

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13,** S. Hackman and L. Trickett (Hodder and Stoughton). **ACE Spelling Dictionary**, D. Moseley (LDA).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

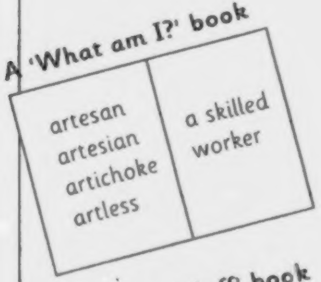
N.B.
Activities can be modelled and then developed in groups.
Uses of technical and jargon words in the appropriate context is to be encouraged, but within narrative writing over-use of new words can become artificial.

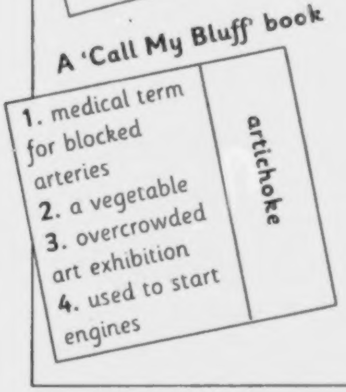
Activities

Class

- To develop speed at finding words in dictionaries and practising alphabetical order skills, pairs of children could select words for others to find. The first finder has to read the definition and the teams keep scores.
- Where a range of dictionaries is used, discuss the advantages and disadvantages of brevity and fullness of entries.
- To encourage children to use new vocabulary, discuss new words in plenary sessions. Demonstrate ways to include words particularly in spoken explanations and reports, and across a range of written genres. Make a distinction between fiction and non-fiction/information uses.

horrid? horrible? horrendous?





Group

- To extend vocabulary and the understanding of clearer meanings, ask children to find a word in a Thesaurus, e.g. *horrible* and write down all the words given in one column. Then find alternatives to this list. Cross out the ones that are the same and the words which do not quite mean *horrible*.
- Create class glossaries through index work. See the Photocopiable Resource Sheet.
- Make glossaries for information books which do not have them.
- Use glossaries for word definition games. Make four sets on card. Children play *Kim's Game* or *Happy Families*, collecting a whole mixed set or four of the same. After 20 minutes regroup for plenary feedback. Use for technical terms.
- Look at joke books and find jokes where there is a play on words, e.g. Knock Knock jokes.
- Create a *What am I?* book for other groups/classes, with clues and a range of three to four words to choose from, which can only be checked using a dictionary.
- Create a *Call My Bluff* book, using one word and range of definitions for each page. This makes players look closely at words.
- This can be linked to a topic, e.g. looking at word derivation - *aqua* and *hydro* for water, useful for science, or for history.

Relevant published materials/resources

A range of Dictionaries and Thesauruses.
Software: **Children's Dictionary,** Dorling Kindersley. **Oxford English Dictionary** (OUP). **Oxford Thesaurus** (OUP). **Collins Electronic English Dictionary and Thesaurus** (Harper Collins). **Longmans Interactive English Dictionary** (Longman ELT). **NLA Docklands Project Pocket Book Activities Pack.**

NLS Activity Resource Sheet

Year	6
Term	1
Strand	W 4

Objectives

To revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3.

Activities

Class

- Use the knowledge of the etymology of words to help with spelling of the unstressed vowel.
- Make connections with other words which share the same root, e.g.

ar in **separate**

might be remembered from focusing on

par as in **pare** and **part**.

- Make connections between words in which vowels are unstressed with words of the same family in which the vowel is stressed, e.g.

signify in which the middle 'i 'could be any vowel.

- Encourage the children to find a related word in which the vowel is stressed.

Significant has the stress on the 'i' which means it can be heard.
The middle 'e 'cannot be identified in
celebration but it can in **celebrity.**
The 'er' in **temperature** is often pronounced more
explicitly in **temperate**.

- Similar are words which have the same spelling in noun and verb form. Often the stress is on the first part of the word in nouns and the latter part in verbs, e.g. *record (noun) /record (verb).* The short 'e' is pronounced more clearly in the noun.
- Etymological connections are the first line of attack. Where these are not obvious, a mnemonic in which there is some meaningful connection can be tried, e.g. *stationery/envelope* - the 'e' at the end of *stationery* can be recalled as the initial letter of *envelope.* Use mnemonics unrelated to meaning as a last resort.

Relevant published materials/resources

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV.*
Non-Fiction: *(i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to revise from Y5:

- the different word classes, e.g. prepositions;
- re-expressing sentences in a different order;
- the construction of complex sentences;
- the conventions of standard English;
- adapting texts for particular readers and purposes;

2. to revise earlier work on verbs and to understand the terms *active and passive*, being able to transform a sentence from active to passive, and vice versa;

Activity and Worksheets

Y6 T1 S2 128k Active and passive 1

3. to note and discuss how changes from active to passive affect the word order and sense of a sentence;

Sentence construction and punctuation

4. to investigate connecting words and phrases:

- collect examples from reading and thesauruses;
- study how points are typically connected in different kinds of text;
- classify useful examples for different kinds of text - for example, by position (*besides, nearby, by*); sequence (*firstly, secondly...*); logic (*therefore, so, consequently*);
- identify connectives which have multiple purposes (e.g. *on, under, besides*);

Activity and Worksheets

Y6 T1 S4 200k Connecting words and phrases

Related Items

Technical Vocabulary List

2001 Revision Guidance for Year 6 Pupils

Grammar for Writing (Key Stage 2)

Spelling bank: lists of words and activities for the KS2 spelling objectives

Target statements for writing

Year 6 Planning Exemplification 2001-2002

Illustrative target statements for reading

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 6 Term 1

Year 6 Term 2

Year 6 Term 3

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5. to form complex sentences through, e.g.:

- using different connecting devices;
- reading back complex sentences for clarity of meaning, and adjusting as necessary;
- evaluating which links work best;
- exploring how meaning is affected by the sequence and structure of clauses;

Activity and Worksheets	
Y6 T1 S5 128k Complex sentences	Y6 T1 S5 128k Complex sentences 2

6. to secure knowledge and understanding of more sophisticated punctuation marks:

- colon;
- semi-colon;
- parenthetic commas, dashes, brackets.

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NLS Activity Resource Sheet

Year	6
Term	1
Strand	S 2

Objectives

To revise earlier work on verbs and to understand the terms *active* and *passive*; being able to transform a sentence from active to passive and vice versa.

Activities

Shared or Group activity

- Write active and passive sentences onto strips of paper/card. Children sort these into active/ passive. They select one of each and imitate.
- Find and list three sentences in active voice.
- Transform into passive voice by swapping the subject round.
- Find and list three sentences in passive voice. Transform into active voice.
- Reading a prepared passage to revise. Identify verbs in passive voice, transform into active voice.
- Discuss with class the emphasis and focus in such sentences: *The boy was buying a banana; The banana is bought by the boy.* Does the writer intend the focus to be on what the boy is doing, or should the focus be on the banana?

N.B.
A verb is 'active' when the subject in a sentence performs the action, e.g. 'Boy buys banana'. To turn the verb into passive voice the banana becomes the subject and an auxiliary verb is needed e.g. 'Banana is bought by boy'. Most writing favours an active voice as being simple, direct and clear.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	1
Strand	S 4

Objectives

To investigate connecting words and phrases.

Activities

Shared or Group Reading

- Search different texts and list connectives. Do certain connectives appear mainly in certain text types? e.g. are there some connectives that are essential for expositions?
- Categorise connectives under suggested headings: location, position, number, order, time, comparison, argument, deduction, explanation, condition (if, unless), contrast (whereas, while).
- Groups feedback on these lists, showing different categories on a grid. For each category give some examples of sentences. Some connectives may appear in several columns.
- Play 'Boring Sentences'. Children invent short dull sentences, e.g. *The worm went.*
- List these and then use connectives to see who can transform them into the most interesting sentence, e.g.

The slim worm wriggled into a pair of trousers because his Bermuda shorts were at the cleaners.

- Using cloze procedure, omit connectives so that the children have to predict which connective is needed from their reading of the rest of the sentence.

Connective collection

Location/position: beside, nearby, under, far away ...
Number/order: first, second, then, next ...
Time: just, then, while, as, before ...
Comparison: by the same token, similarly, like, on the other hand ...
Argument/deduction: thus, therefore, while, whereas, only, when, as long as ...
Explanation: because, when, if ... then, by ...
Condition: if, unless ...
Contrast: whereas, while ...

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	1
Strand	S 5

Objectives

To form complex sentences.

Activities

Shared or Group activity

- As a class, revisit basic types of sentences, by sorting a list into types (statement, order, question, exclamation) or using four colours to underline sentences in a passage, categorising each one.
- Inventing examples of each sentence type, related to an example of each that might be spoken by a teacher, a parent, an alien, etc.
- Join examples of simple sentences with 'and', e.g. *Sally was walking. She saw a dog* becomes: *Sally was walking and she saw a dog.*
- Practise using connectives in different sentences, e.g. *Sally was walking because she missed the bus*. Then use the same connective to start the sentence
- Combine sentences using connectives, drop extra clauses into sentences, e.g. *Sally, her heart beating madly, was walking because she had missed the bus.*
Or ... *Sally was walking, even though it was late, because she had missed the bus.*
- Find examples from reading of sentences with extra clauses dropped into them. Imitate their structure, e.g. *The lorry thundered down the road, tyres spinning, till it came to a halt* can be imitated as, *The parrot flew over the jungle, wings flapping, while the hunter tied a shoelace.*
- Turn such complex sentences back into two or three simpler ones. *The parrot flew over the jungle. The parrot's wings flapped. Meanwhile, the hunter tied a shoelace*. Decide which sounds most effective.
- Provide a range of simple sentences and connectives on strips of paper. Let children experiment with combining and creating sentences. Who can make the longest, whilst retaining meaning? Create different types of sentences – a line from a play, a poem, a story, an explanation, an advert, etc.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	1
Strand	S 5

Objectives

To form complex sentences through using different connecting devices.

Activities

Shared or Group Writing

- Collect and list a broad range of connectives, including more 'demanding' words such as:
until, before, unless, although, if, whereas, previously, moreover, therefore, however, while, because, since, consequently, in order to, so that, as if.
- Children could experiment with simple sentences, using different connectives to see which ones work and what happens to the sentence, e.g.

> I woke early, before my alarm clock rang.
> I woke early, in case I missed the bus.
> I woke early, although I was really tired.

- Practise starting sentences with connectives, e.g. *Although I was really tired, I woke early*, etc. Categorise effects on the sentence. You may need to begin with a limited range of connectives, steadily adding more.
- Play 'Nursery Rhyme Game'. Children extend each line of a well known rhyme with a connective, e.g.

> *Mary had a little lamb, moreover she had two pigs as well. Its fleece was white as snow while its ears were brown. Everywhere that Mary went, although she wanted to be alone, the little lamb would go, since ...*

- Once children are practised at extending sentences with different connectives play the 'Fairy Tale Game'. To do this, have different connectives written on cards in a hat or dealt out to each child. In a circle, the children retell a well known story, e.g. 'The Three Little Pigs', but each sentence has to contain the connective that they have been dealt or that they pull from the hat, e.g.

> *Once upon a time there were three little pigs but they needed to leave home. Early one morning they said goodbye to their mother even though she was sad. Furthermore, they said goodbye to their friends ...*

- Play 'good news/bad news' using the opening clauses: *The good/bad news is that ... because ...*

Relevant published materials/resources

595

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▪ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV.*
Non-Fiction: *(i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator;

Activity and Worksheets

- Y6 T1 T1 Print verus film 1
- Y6 T1 T1 Print verus film 2
- Y6 T1 T1 Character profile

2. to take account of viewpoint in a novel through, e.g.:

- identifying the narrator;
- explaining how this influences the reader's view of events;
- explaining how events might look from a different point of view;

Activity and Worksheets

- Y6 T1 T2 Viewpoint

3. to articulate personal responses to literature, identifying why and how a text affects the reader;
4. to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes;
5. to contribute constructively to shared discussion about literature, responding to and building on the views of others;

Writing composition

6. to manipulate narrative perspective by:

- writing in the voice and style of a text;

Related Items

- Technical Vocabulary List
- 2001 Revision Guidance for Year 6 Pupils
- Grammar for Writing (Key Stage 2)
- Year 6 Booster Units
- Quality text to support the teaching of writing
- Target statements for writing
- Year 6 Planning Exemplification 2001-2002
- Illustrative target statements for reading

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 6 Term 1
- Year 6 Term 2
- Year 6 Term 3

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- producing a modern retelling;
- writing a story with two different narrators;

Activity and Worksheets
Y6 T1 T6 Manipulating narrative perspective

7. to plan quickly and effectively the plot, characters and structure of their own narrative writing;

Activity and Worksheets
Y6 T1 T7 Planning narrative writing

8. to summarise a passage, chapter or text in a specified number of words;
9. to prepare a short section of story as a script, e.g. using stage directions, location/setting;

Activity and Worksheets
Y6 T1 T9 Playscripts

10. to write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually;

Activity and Worksheets
Y6 T1 T10 Poems with active verbs and personification

Non-Fiction
Reading comprehension

11. to distinguish between biography and autobiography;

- recognising the effect on the reader of the choice between first and third person;
- distinguishing between fact, opinion and fiction;
- distinguishing between implicit and explicit points of view and how these can differ;

Activity and Worksheets
Y6 T1 T11 Biography and autobiography 1
Y6 T1 T11 Biography and autobiography 2
Y6 T1 T11 Planning a Biography
Y6 T1 T11 Fact or opinion?

12. to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets;

Activity and Worksheets
Y6 T1 T12 Language style
Y6 T1 T12 Looking at reviews

- to secure understanding of the features of non-chronological reports:

  - introductions to orientate reader;
  - use of generalisations to categorise;
  - language to describe and differentiate;

- impersonal language;
- mostly present tense;

Writing composition

14. to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.:

- preparing a CV
- composing a biographical account based on research;
- describing a person from different perspectives, e.g. police;
- description, school report, newspaper obituary;

Activity and Worksheets
Y6 T1 T14 Biography and autobiography 3
Y6 T1 T14 The main events

15. to develop a journalistic style through considering:

- balanced and ethical reporting;
- what is of public interest in events;
- the interest of the reader;
- selection and presentation of information;

16. to use the styles and conventions of journalism to report on e.g. real or imagined events;
17. to write non-chronological reports linked to other subjects;
18. to use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 1

Objectives

To compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.

Activities

Class

- Choose a very short video sequence from a film based on a class novel or play, no more than three minutes, which you can play and replay easily. Make sure it includes more than one shot if possible, a cut or fade or dissolve, and varied camera angles, e.g. close-ups, long shots.
- Help the children to concentrate on the camera techniques and sound track rather than the story line by asking detailed questions, e.g.
  - *How many different shots and angles are used?*
  - *Are there any cuts and fades or is it one continuous camera movement?*
  - *How does the sound track add to the effect?*
  - *What mood does any music convey?*
- Introduce media terminology and conventions, **CU** meaning close up, **MS** indicating a medium shot, etc. to use for storyboarding.

Group

- Use the generic Photocopiable Resource Sheet to record a storyboard sequence of the video extract or part of it.
- Compare the video clip with photocopied text extracts. Use the Photocopiable Resource Sheet to compare the way characters are portrayed.
- Produce a storyboard sequence for a short scene from a novel.

Plenary

- Show the video sequence again and re-read the text.
- Watch another scene and explore using the new terminology.

Relevant published materials/resources

Bright Ideas (Primary) Media Education, Avril Harpley (Scholastic). **Primary Media Education – Curriculum Statement,** Carry Bazalgette (BFI/DFE). **The English Curriculum – Media Years 7– 9,** (English Centre) some ideas can be adapted for Y6. **TV Sitcom,** (English and Media Centre). **Just William,** Richmal Crompton (Pan Mac – also BBC video). **The Sword in the Stone,** T.H. White (Collins – also BBC video). **The Secret Garden,** Frances Hodgson Burnett (Puffin – also Warner Bros video). **Star Wars** (Reed Books) – easy read, plus tape.

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 1

Objectives

To compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.

Activities

N.B.
Link with **Y5 T1 T3, 5** as part of the Shakespeare sequence of activities.

Class

- Select a pair of extracts from a Shakespeare play already introduced, and the video, cartoon or film version, e.g. **Animated Tales**.
- Recap the summary of the plot with the class.
- Read the Shakespeare original with fluent, prepared children sharing the reading, or listen to the recorded version.
- Play the extract from the cartoon, film or TV.

Group

- Each group takes a different aspect, e.g. setting, different characters, story line.
- Discuss changes of content or emphasis, gains and losses.
- Draw up a list of five significant points, e.g. cartoon characters can't show much emotion but can perform impossible feats, e.g. fairies flying.
- Draw portraits based on text and compare these with the film or cartoon interpretations.

Plenary

- Ask each group to report back briefly. Scribe to record main points made.

Extension

- At a future session, outside the Literacy Hour, play the whole video, stopping to clarify when necessary.
- If possible, look at other filmed versions or see a live performance.

Relevant published materials/resources

Midsummer Night's Dream, retelling Leon Garfield (Heinemann and BBC video).
Animated Tales – Macbeth, Othello, re-telling Leon Garfield/Ian Seraillier, also **Animated Tales** comic strip version (Heinemann). **Starting Shakespeare**, E. Boagey (Collins). **The Shakespeare File**, Eric Wilcock (Heinemann).
For related work: **Madame Doubtfire**, Ann Fine (Puffin) and film. **The Secret Garden**, F. Hodgson Burnett (Puffin) and film. Any Dickens adaptation, e.g. **Oliver Twist.**

600

Name:
Date:

Character profile

Title of novel or play: ______________________ by ______________________

Name of character: ______________________________________

How I imagined her/him Describe the picture in your head	**Film/video/cartoon version**
Physical characteristics e.g. height, colouring, hair style, build, features.	
Way of moving	
Quality of voice	
Clothes	
Way of behaving e.g. quiet, confident, aggressive	

601

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 2

Objectives

To take account of viewpoint in a novel through, e.g. identifying the narrator; explaining how this influences the reader's view of events; explaining how events might look from a different point of view.

Activities

Class

- Use the three points in the objective as points for discussion in relation to a classic story being shared as the class novel outside the Literacy Hour.
- Demonstrate and talk through the group activities below.
- Organise the class for the *trial* of a character from the story or of its author. Start by deciding on the *charge*, e.g. *X acted foolishly when he ...; The author is unfair to Y.* Assign roles as defending and prosecuting lawyers, witnesses, i.e. characters from the story, detectives searching for evidence to support one side of the case or the other.

'How do you plead?'

'Not guilty m'lud!'

Group

- Groups work on the tasks related to the trial, including preparation of written material, e.g. witness statements, exhibits, questions to use in questioning and cross-examination of witnesses.
- Write an evaluation of a character's behaviour, the decisions he or she made, etc., considering other choices that might have been taken.
- Prepare extracts from stories told in different ways and from different perspectives. The children underline and annotate the words in a passage that indicate who is telling the story and how the perspective is established.
- Similarly, prepare extracts from a known story in which the author's treatment of a character is strongly evident. The children underline and annotate, and write a commentary explaining and discussing the author's treatment of the character.
- Write biographical sketches of a character from three different points of view: sympathetic, neutral, hostile.
- Rework an episode from a different perspective. See **Y5 T3 T2, 7**.

Relevant published materials/resources

Great Expectations, Oliver Twist, Charles Dickens (Puffin). **The Silver Sword,** Ian Serraillier (Puffin). **The Wolves of Willoughby Chase,** Joan Aiken (Red Fox). **The Midnight Fox,** Betsy Byars (Puffin).

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 6

Objectives

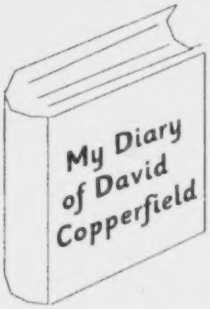
To manipulate narrative perspective by: writing in the voice or style of the text; producing a modern retelling; writing a story with two different narrators.

N.B.
Base the activity on a classic novel with which the children are familiar or which is currently being shared as a class novel.

Activities

Class

- Choose a characteristic extract and prepare it for Shared Reading.
- Prompt the children to identify and discuss:
    - characteristic features of the style and the method of story-telling;
    - features, e.g. vocabulary, sentence structure, narrative voice, which indicate that the story is not contemporary;
    - narrative viewpoint – whose eyes do we see through?
- Mark up and annotate the text.
- In Shared Writing, produce descriptions and lines of dialogue in the style of the author. Focus on the features identified, and encourage experimentation.
- Introduce the use of two narrators; demonstrate in Shared Writing (e.g. Oliver and Fagin an extract from **Oliver Twist**).


My Diary of David Copperfield

Group

- Rework the text in the first person as it might be recounted by one of the participants.
- Provide a short, distinctive extract of dialogue and action for the children to use as a model for writing another conversation or for re-telling using two narrators.
- Provide a text of a key incident. Ask the children to mark up and annotate it, identifying features of content and style which are not modern. Rework the extract as a modern retelling.
- Invent what might happen next or a new scene, and draft it as a modern retelling or in the style of the author. Refer to the original story to ensure consistency.
- Write an interior monologue representing a character's thoughts about the situation.

Plenary

- The children present their work, explaining what they set out to do and any problems or issues it raised for them. Include readings of the original text and their own writing.

Relevant published materials/resources

David Copperfield, Oliver Twist, Charles Dickens, abridged for public reading (North South Books). **Stand Up Mr Dickens,** extracts selected by Edward Blishen (Orion). **Tom Sawyer, Huckleberry Finn,** Mark Twain (Puffin). **Robinson Crusoe,** Daniel Defoe (Puffin).

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 7

Objectives

To plan quickly and effectively the plot, characters and structure of their own narrative writing.

N.B.
Use strategies explored in analysing plot as a planning frame. See **Y5 T1 T14**.

Activities

Class/Group

- Demonstrate and talk through ways of planning a story. Discuss the alternative starting points: characters/setting/plot. If possible, read an extract about how a famous writer plans a story.
- Children should select from range of techniques introduced in previous year a plotting technique, e.g. webs for initial ideas, lists, railtracks/roads/skeletons, flow charts or a story ladder. See the generic Photocopiable Resource Sheets.
- Children could include brief character 'dossiers' – names, age, physical appearance, disposition, etc.
- Children should write in build-ups/climaxes, indicating this by the use of another colour.
- Children could discuss ideas, try 'telling' their story in pairs or small groups, discussing responses and orally revising.
- Give children a clear idea of the time limit.
- Explain that many writers have to work to a time schedule, e.g. writing stories or articles for a magazine, commissions for anthologies or collections, writing towards a publisher's deadline.

Plenary

- Groups and individuals should present plans and explain the process they used and dfficulties met.

Relevant published materials/resources

Did I Hear You Write?, Michael Rosen (Puffin) – a useful aid memoire of themes.
Meet the Authors & Illustrators, Stephanie Nettell (Scholastic).

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 9

Objectives

To prepare a short section of story as a script, e.g. using stage directions, location/setting.

Activities

N.B.
Organise as a whole-class activity in which different groups take on different parts of the task, as outlined in the group activities.

Class

- Choose a classic novel that is available on video as a film or television version. Read as the class novel, outside the Literacy Hour.
- Read and watch a typical episode with the children. Compare and contrast the two tellings. How closely does the screen version follow the text? What might the reasons be for any differences? What is added or lost in the transfer from text to screen?
- Prompt the children to identify the range of work that is involved in turning the text into a film or television version. Talk through the decisions that need to be made in each area of the work.
- Select a different episode for the children to work on, choosing one that is rich and varied and includes some dialogue.

Group

- **Storyboard**: the children divide the episode into camera shots; deciding exactly what will appear on the screen, considering camera angles and viewpoints, close-up or long shot, lighting. Use the generic Photocopiable Resource Sheet to draw a picture showing each shot on a blank storyboard. Add information by writing notes alongside.
- **Script**: the children write the dialogue for the scene, considering whether the dialogue in the book needs to be cut or developed or changed. Add stage directions describing action and sound effects.
- **Location and design**: the children write a brief indicating the kind of locations, props, etc. needed for the scene, considering how to create the right atmosphere. This could be presented as annotated sketches.

Encourage the children to refer in detail to the text as they work.

Plenary

Groups present their work as if it were a production meeting, and discuss how everyone's ideas will fit together.

Relevant published materials/resources

James and the Giant Peach, The Book and Movie Scrapbook, Lucy Dahl (Puffin).

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 10

Objectives

To write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually.

Activities

Group writing

- Write poems that play with language based on a simple structure, e.g.

> 'In my magic box
> I found a starfish sneezing
> and a serpent of serenity.
> I found ...'

or

> ' I want to paint a landscape
> where trees of flame illuminate the night,
> where ...'

- Write poems based on a real focus, such as:

a bicycle wheel, a cobweb, the inside of a marble, a fossil,
a collection of buttons, a traffic jam, a family row.

- Experiment with personification by selecting a scene, e.g. a beach, and listing objects/ animals and then giving each one a living attribute, e.g.

> the rugged rocks squat like old toads,
> crisp packets wander aimlessly,
> deckchairs wait patiently to snap,
> pebbles loiter at the sea's edge.

- When revising, trim verbs to create impact.
- Take own revised poem home and prepare a reading for the class.

Relevant published materials/resources

606

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 11

Objectives

To distinguish between biography and autobiography; recognising the effect on the reader of the choice between first and third person; distinguishing between fact, opinion and fiction; distinguishing between implicit and explicit points of view and how these can differ.

Activities

Class

- In a Shared Reading session, using Big Books or multiple copies of books, draw the children's attention to the similarities between biographies and autobiographies.
- Ask the children to identify the differences, focusing particularly on the point of view of the author.
- Focus on words that identify facts and opinions.

birth

schooling

adulthood

end of life

Group

- From photocopied extracts or multiple copies of books, ask the children to find and record examples of facts and opinions. Use the Photocopiable Resource Sheet 'Facts and Opinions' for recording.
- Give the children a copy of the Photocopiable Resource Sheet 'Planning a Biography'. Ask them to research the biographies/autobiographies to track the main events in the life of the subject. They could then plot this information onto a time-line.

Plenary

- Build up a bank of words to describe the subject's physical appearance and personality.

reckless

tall

kind

loyal

brave

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 11

Objectives

To distinguish between biography and autobiography: recognising the effect on the reader of the choice between first and third person; distinguishing between fact, opinion and fiction; distinguishing between implicit and explicit points of view and how these can differ.

Activities

Class

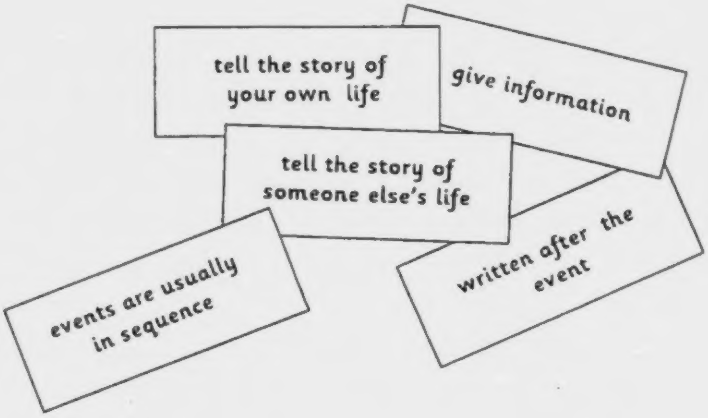
- Introduce children to either an autobiography or a biography in a Shared Reading session using a Big Book or multiple copies.
- Ask the children to identify characteristics, e.g. *structure, language features, organisational devices*, that are common to recounts.
- Examine diagrams, e.g. family trees, and illustrations/photos of people, events and artefacts.
- Focus on facts and opinions.
- Focus on who is the author. How might this influence what is written?

Group

- Distribute examples of autobiographies or biographies in as many different formats as possible.
- Ask the children to examine their text to check whether it has the identified characteristics and whether further common characteristics are evident.

Plenary

- Produce a wall display of the characteristics found in autobiographies or biographies.
- Encourage the children to refer and add to the display when studying other autobiographies and biographies.


tell the story of your own life
give information
tell the story of someone else's life
events are usually in sequence
written after the event

Relevant published materials/resources

Losing My Roof, Pathways (Collins Ed.). **The Story of Grace Darling,** Pathways (Collins Ed.). **Cousteau** and **Memories** from the Magic Bean In-Fact series (Heinemann). **Tomorrow is a Great Word**, Big Book and standard size format, Magic Bean In-Fact (Heinemann). **The Diary of Anne Frank** and **Zlata's Diary** (Puffin). **Korky Paul, Biography of an Illustrator,** Discovery World (Heinemann).

Name:
Date:

Fact or opinion?

Subject:
Source:
Author:

Find four statements about your chosen subject or character. Decide if you think the statements are fact or opinion. Explain why you think this.

Statement:

Fact? ☐ **Opinion?** ☐

because:

Statement:

Fact? ☐ **Opinion?** ☐

because:

Statement:

Fact? ☐ **Opinion?** ☐

because:

Statement:

Fact? ☐ **Opinion?** ☐

because:

Name:
Date:

Planning a biography –

the main events in the life of:

____

Early life – date and place of birth, parents, schooling, friends, etc.

An event – date and place, who was involved, why it was important, etc.

Another event – date and place, who was involved, why it was important, etc.

Another event – date and place, who was involved, why it was important, etc.

Old age – place, infirmity, carers, date of death, etc.

NLS Activity Resource Sheet

Year	5
Term	1
Strand	T 2

Objectives

To compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution.

Activities

Class

- Discuss common features in story structure - revise/introduce new terminology.
- Discuss common features in story structure. Introduce any new terminology.
- Using a short story with a clear structure, identify the different stages in the plot under the headings:

Setting:	**Problem:**	**Conflict:**
Complication:	**Crisis:**	**Resolution:**

This helps to develop plot analysis from the simpler concepts of beginning, middle and end.

- Ask the children to define each concept. Agree definitions and display the list in the classroom for easy reference.
- Encourage brief notes to sum up each stage.
- Discuss variations, e.g. stories with several resolutions or complications.

Group

- Use the Photocopiable Resource Sheets to analyse other familar stories.

Relevant published materials/resources

Greek Myths, e.g. **Perseus,** Magic Bean (Heinemann). Familiar traditional tales, e.g. **Cinderella, Red Riding Hood. Send Three and Fourpence** in **Nothing to be afraid of,** Jan Mark (Puffin).

Name:
Date:

Looking at reviews

A review of:
Source:
Reviewer:

Chose four statements made by the reviewer about the subject. Do the statements give a good or bad opinion? Explain why you think this.

Statement:

Positive? ☐ Negative? ☐

because:

Statement:

Positive? ☐ Negative? ☐

because:

Statement:

Positive? ☐ Negative? ☐

because:

Statement:

Positive? ☐ Negative? ☐

because:

Does the reviewer give a biased or unbiased view of the subject?
Discuss what you think with the rest of your group.

NLS Activity Resource Sheet

Year	6
Term	1
Strand	T 14

Objectives

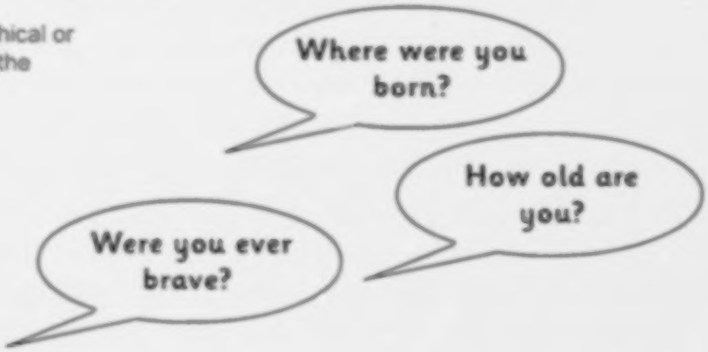
To develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters, through, e.g.: preparing a CV; composing a biographical account based on research; describing a person from different perspectives, e.g. police; description, school report, newspaper obituary.

Activities

N.B.
Read extracts from examples of biographies and autobiographies to the class prior to this activity.

Class

- Demonstrate how to plan and make notes for a piece of autobiographical or biographical writing.
- Brainstorm a list of questions that could be used to interview someone in the class prior to planning their autobiography.
- Model writing in an autobiographical or biographical style. Focus on using the variety of connectives used in recounts.


Where were you born?
How old are you?
Were you ever brave?

Group

- Using the questions, the children pair up and interview each other, recording their responses. They add other questions they feel are relevant.
- The children write up their interview in an autobiographical style. Use the writing frame on the Photocopiable Resource Sheet to support children who may need it.
- Each child takes on the role of a historical or fictional character to plan and write autobiographies.
- The children research, plan and write biographies of characters encountered in other areas of the curriculum, using a variety of texts, revising, editing and publishing their work.

Relevant published materials/resources

As **Y6 T1 T8**.

Name:
Date:

The main events

Find out the main events in the life of your chosen subject, using a range of biographies and autobiographies. Find out the dates and record the events in the order that they happened.

My chosen subject is: ______________________

Date:	Event:

Compare your findings with the other children in your group. Did they find out anything different? Plot your findings on a time-line for the classroom wall.

YEAR 6 TERM 2

Range

Fiction and poetry: *longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.*

Non-Fiction: *(i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;

3 to use independent spelling strategies, including:
- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

4 to revise and consolidate work from previous four terms with particular emphasis on:
- learning and inventing spelling rules;
- inventing and using mnemonics for irregular or difficult spellings;
- unstressed vowel spellings in polysyllabic words;

5 to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots;

Vocabulary extension

6 collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt*, – referring to dictionaries of proverbs and other reference sources;

7 to understand that the meanings of words change over time,

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to investigate further the use of active and passive verbs:
- secure the use of the terms *active* and *passive*;
- know how sentences can be re-ordered by changing from one to the other;
- identify examples of active and passive verbs in texts;
- experiment in transformation from active to passive and vice-versa and study the impact of this on meaning;consider how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator;*

2 to understand features of formal official language through, e.g.:
- collecting and analysing examples, discussing when and why they are used;
- noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary;
- collecting typical words and expressions, e.g. *'those wishing to...' 'hereby...' 'forms may be obtained...'*;

Sentence construction and punctuation

3 to revise work on complex sentences:
- identifying main clauses;
- ways of connecting clauses;
- constructing complex sentences;
- appropriate use of punctuation;

4 to revise work on contracting sentences:
- summary;
- note making;
- editing;

5 to use reading to:
- investigate conditionals, e.g. using *if ...then, might, could, would*, and their uses, e.g. in deduction, speculation, supposition;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to understand aspects of narrative structure, e.g.:
- how chapters in a book (or paragraphs in a short story or chapter) are linked together;
- how authors handle time, e.g. flashbacks, stories within stories, dreams;
- how the passing of time is conveyed to the reader;

2 to analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force;

3 to recognise how poets manipulate words:
- for their quality of sound, e.g. rhythm, rhyme, assonance;
- for their connotations;
- for multiple layers of meaning, e.g. through figurative language, ambiguity;

4 to investigate humorous verse:
- how poets play with meanings;
- nonsense words and how meaning can be made of them;
- where the appeal lies;

5 to analyse how messages, moods, feelings and attitudes are conveyed in poetry;

6 to read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others;

7 to identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody;

8 to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built;

9 to increase familiarity with significant poets and writers of the past;

e.g. through investigating such words as *nice, presently, without*;

8 to build a bank of useful terms and phrases for argument, e.g. *similarly... whereas...*

- use these forms to construct sentences which express, e.g. possibilities, hypotheses;
- explore use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past) reviewing a range of options and their outcomes (future).

Writing composition

10 to use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language;

11 to write own story using, e.g. flashbacks or a story within a story to convey the passing of time;

12 to study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing;

13 parody a literary text, describing stock characters and plot structure, language, etc.;

14 to write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that...';

Non-Fiction

Reading comprehension

15 to recognise how arguments are constructed to be effective, through, e.g.:
- the expression, sequence and linking of points;
- the provision of persuasive examples, illustrations and evidence;
- pre-empting or answering potential objections;
- appealing to the known views and feelings of the audience;

16 to identify the features of balanced written arguments which, e.g.:
- summarise different sides of an argument;
- clarify the strengths and weaknesses of different positions;
- signal personal opinion clearly;

17 to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks;

Writing composition

18 to construct effective arguments:
- developing a point logically and effectively;
- supporting and illustrating points persuasively;
- anticipating possible objections;
- harnessing the known views, interests and feelings of the audience;
- tailoring the writing to formal presentation where appropriate;

19 to write a balanced report of a controversial issue:
- summarising fairly the competing views;
- analysing strengths and weaknesses of different positions;

20 to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.

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NLS Framework   Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Glossary

Word Phonics, spelling and vocabulary

Sentence Grammar and punctuation

Text Comprehension and composition

Range

Fiction and poetry: *longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.*

Non-Fiction: *(i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Spelling strategies

1. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

Activity and Worksheets

- Y6 T2 W1 Spelling checks and logs
- Y6 T2 W1 Glossary work
- Y6 T2 W1 My spelling journal
- Y6 T2 W1 Spelling log

2. to use known spellings as a basis for spelling other words with similar patterns or related meanings;

Activity and Worksheets

- Y6 T2 W2 Spelling

3. to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Activity and Worksheets

- Y6 T2 W3 Independent spelling strategies 1
- Y6 T2 W3 Independent spelling strategies 2

Spelling conventions and rules

Related Items

- Technical Vocabulary List
- 2001 Revision Guidance for Year 6 Pupils
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Year 6 Booster Units
- Year 6 Planning Exemplification 2002-2003
- Year 6 Literacy Booster Lessons: 2003

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 6 Term 1
- Year 6 Term 2
- Year 6 Term 3

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4. to revise and consolidate work from previous four terms with particular emphasis on:

- learning and inventing spelling rules;
- inventing and using mnemonics for irregular or difficult spellings;
- unstressed vowel spellings in polysyllabic words;

Activity and Worksheets	
Y6 T2 W4 Spelling patterns for polysyllabic words	Y6 T2 W4 polysyllabic words

5. to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots;

Vocabulary extension

6. collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt*, - referring to dictionaries of proverbs and other reference sources;
7. to understand that the meanings of words change over time, e.g. through investigating such words as *nice, presently, without;*
8. to build a bank of useful terms and phrases for argument, e.g. *similarly... whereas...*

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NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 1

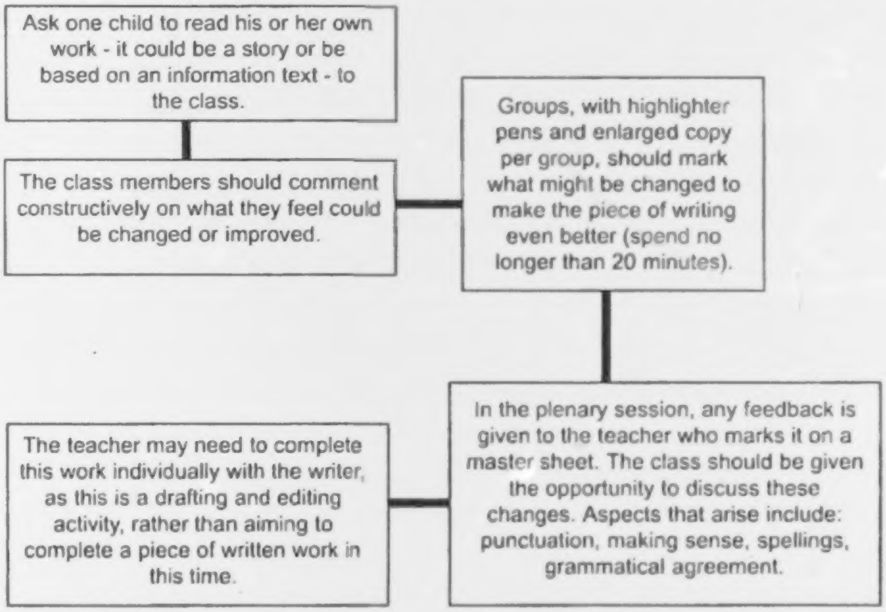
Objectives

To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.

N.B.
Detailed spelling checks should come after checks for coherence (sense) and intention.

Activities

Class



Ask one child to read his or her own work - it could be a story or be based on an information text - to the class.

The class members should comment constructively on what they feel could be changed or improved.

Groups, with highlighter pens and enlarged copy per group, should mark what might be changed to make the piece of writing even better (spend no longer than 20 minutes).

In the plenary session, any feedback is given to the teacher who marks it on a master sheet. The class should be given the opportunity to discuss these changes. Aspects that arise include: punctuation, making sense, spellings, grammatical agreement.

The teacher may need to complete this work individually with the writer, as this is a drafting and editing activity, rather than aiming to complete a piece of written work in this time.

Group

- Children should keep personal spelling journals to keep records of *words that I didn't know I knew* as well as *words to practise.* See Photocopiable Resource Sheet.
- Practice should be provided with children handwriting their word lists. These should be based on visual patterns.
- Children could find associated words themselves (from word banks or some computer spell checks) to practise with a spelling they need to learn.

Relevant published materials/resources

First Steps Spelling Resource Book, First Steps Spelling Developmental Continuum, (Heinemann).

Name:
Date:

My spelling journal

Words I didn't know I knew	Words to practise

Name:
Date:

Glossary work

Don't forget to put your glossary entries in alphabetical order.

Word or phrase	Definition

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 2

Objectives

To use known spellings as a basis for spelling other words with similar patterns or related meanings.

Activities

Group

- Encourage the class to collect *difficult* spellings and discuss ways of remembering them.
- Wherever possible make visual links with other words for practising through handwriting, preferably at speed.
- Collect words with prefixes and suffixes which have a focused meaning, e.g. *aqua, hydro, tele, bi, tri, uni, phone, mini, maxi, hyper.*
- Make a class glossary collection of prefixes/ suffixes for reference. Add words as they are read, talked about and used.
- Keep and develop personal spelling journals. Also keep categories of words with the same pattern, e.g. prefix, suffix, topic/subject, difficult words.
- Practice should still be with handwriting strings wherever possible.

People

People **E**at **O**range **P**lants **L**eft (by) **E**lephants
Say **people,** using letter names of **E** and **O**
Compare with words with same **eo** pattern, e.g. **leopard, leotard**

Separate

There is **a rat** in sepa**rat**e
Se**para**te **par**ts
Para is like **para**chute

Piece

a **pie**ce of **pie**

Bus

a **bus** in **bus**y

Amusement

use in am**use**ment

Relevant published materials/resources

Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

Activities

WAYS TO HELP LEARN SPELLINGS

Beat out the syllables. Write out each beat as you say it, e.g. *re - mem - ber.*
Highlight the trickiest parts of the word. Over-write them.
Link new words with words you can already spell (analogy).
Look for spelling patterns and rules.

VISUAL LEARNERS

Change the look of the word, e.g. *div/ide; re/ceive.*
Find words within words, e.g. *foreign, sovereign; "There's a 'rat' in separate".*

AUDITORY LEARNERS

Change the sound of the word: exaggerate pronunciation, or change it, e.g. *b-e-a-utiful; Wed-nes-day.*
Say letter names in rhythm, e.g. *pe-op-le.*
Use rhythm to learn confusing patterns, e.g. *-i-o-n.*
Use mnemonics, e.g. *I Go Home Tonight; Only Ugly Lads Dance; Big Elephants Can Always Use Some Eggs.*

KINAESTHETIC LEARNERS

Trace the letters with a finger as you say or visualise the word.

EVERYONE

Learn the derivation - etymology - of words: *television, telephone, sincere, foreign.*
Remove or add prefixes and suffixes.

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13,** S. Hackman and L. Trickett (Hodder and Stoughton). **ACE Spelling Dictionary**, D. Moseley (LDA).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

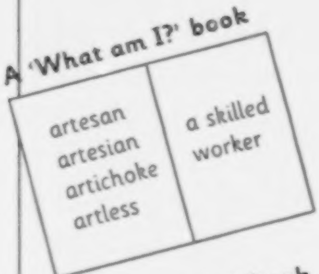
N.B.
Activities can be modelled and then developed in groups.
Uses of technical and jargon words in the appropriate context is to be encouraged, but within narrative writing over-use of new words can become artificial.

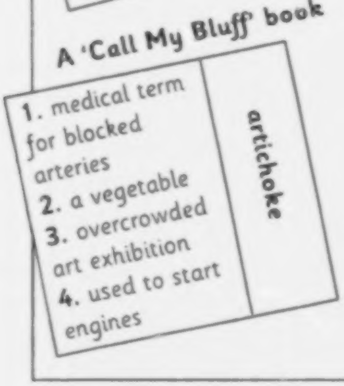
Activities

Class

- To develop speed at finding words in dictionaries and practising alphabetical order skills, pairs of children could select words for others to find. The first finder has to read the definition and the teams keep scores.
- Where a range of dictionaries is used, discuss the advantages and disadvantages of brevity and fullness of entries.
- To encourage children to use new vocabulary, discuss new words in plenary sessions. Demonstrate ways to include words particularly in spoken explanations and reports, and across a range of written genres. Make a distinction between fiction and non-fiction/information uses.

horrid? **horrendous?** **horrible?**





Group

- To extend vocabulary and the understanding of clearer meanings, ask children to find a word in a Thesaurus, e.g. *horrible* and write down all the words given in one column. Then find alternatives to this list. Cross out the ones that are the same and the words which do not quite mean *horrible*.
- Create class glossaries through index work. See the Photocopiable Resource Sheet.
- Make glossaries for information books which do not have them.
- Use glossaries for word definition games. Make four sets on card. Children play *Kim's Game* or *Happy Families*, collecting a whole mixed set or four of the same. After 20 minutes regroup for plenary feedback. Use for technical terms.
- Look at joke books and find jokes where there is a play on words, e.g. Knock Knock jokes.
- Create a *What am I?* book for other groups/classes, with clues and a range of three to four words to choose from, which can only be checked using a dictionary.
- Create a *Call My Bluff* book, using one word and range of definitions for each page. This makes players look closely at words.
- This can be linked to a topic, e.g. looking at word derivation - *aqua* and *hydro* for water, useful for science, or for history.

Relevant published materials/resources

A range of Dictionaries and Thesauruses.
Software: **Children's Dictionary**, Dorling Kindersley. **Oxford English Dictionary** (OUP). **Oxford Thesaurus** (OUP). **Collins Electronic English Dictionary and Thesaurus** (Harper Collins). **Longmans Interactive English Dictionary** (Longman ELT). **NLA Docklands Project Pocket Book Activities Pack.**

NLS Activity Resource Sheet

Year	6
Term	1
Strand	W 4

Objectives

To revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3.

Activities

Class

- Use the knowledge of the etymology of words to help with spelling of the unstressed vowel.
- Make connections with other words which share the same root, e.g.

ar in **separate**

might be remembered from focusing on

par as in **pare** and **part.**

- Make connections between words in which vowels are unstressed with words of the same family in which the vowel is stressed, e.g.

signify in which the middle 'i 'could be any vowel.

- Encourage the children to find a related word in which the vowel is stressed.

Significant has the stress on the 'i' which means it can be heard.
The middle 'e 'cannot be identified in
celebration but it can in **celebrity.**
The 'er' in **temperature** is often pronounced more
explicitly in **temperate**.

- Similar are words which have the same spelling in noun and verb form. Often the stress is on the first part of the word in nouns and the latter part in verbs, e.g. *record (noun) /record (verb)*. The short 'e' is pronounced more clearly in the noun.
- Etymological connections are the first line of attack. Where these are not obvious, a mnemonic in which there is some meaningful connection can be tried, e.g. *stationery/envelope* - the 'e' at the end of *stationery* can be recalled as the initial letter of *envelope*. Use mnemonics unrelated to meaning as a last resort.

Relevant published materials/resources

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ◘
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings,* limericks, riddles, cinquain, tanka, *poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.*

Non-Fiction: *(i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to investigate further the use of active and passive verbs:

- secure the use of the terms active and passive;
- know how sentences can be re-ordered by changing from one to the other;
- identify examples of active and passive verbs in texts;
- experiment in transformation from active to passive and vice-versa and study the impact of this on meaning;
- consider how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator;*

Activity and Worksheets

Y6 T2 S1 199k Active and passive 2   Y6 T2 S1 199k Active and passive 3

2. to understand features of formal official language through, e.g.:

- collecting and analysing examples, discussing when and why they are used;
- noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary;
- collecting typical words and expressions, e.g. *'those wishing to...' 'hereby...' 'forms may be obtained...';*

Sentence construction and punctuation

3. to revise work on complex sentences:

- identifying main clauses;
- ways of connecting clauses;
- constructing complex sentences;
- appropriate use of punctuation;

Activity and Worksheets

Related Items

Technical Vocabulary List

2001 Revision Guidance for Year 6 Pupils

Grammar for Writing (Key Stage 2)

Spelling bank: lists of words and activities for the KS2 spelling objectives

Year 6 Booster Units

Year 6 Planning Exemplification 2002-2003

Year 6 Literacy Booster Lessons: 2003

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 6 Term 1

Year 6 Term 2

Year 6 Term 3

Y6 T2 S3 199k Revise complex sentences 2	Y6 T2 S3 199k Revise complex sentences 1

4. to revise work on contracting sentences:

- summary;
- note making;
- editing;

Activity and Worksheets	
Y6 T2 S4 Contracting sentences	Y6 T2 S4 Contracting sentences 1
Y6 T2 S4 Contracting sentences 2	

5. to use reading to:

- investigate conditionals, e.g. using *if ...then, might, could, would,* and their uses, e.g. in deduction, speculation, supposition;
- use these forms to construct sentences which express, e.g. possibilities, hypotheses;
- explore use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past) reviewing a range of options and their outcomes (future).

Activity and Worksheets
Y6 T2 S5 Official Language
Y6 T2 S5 Conditional Words

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NLS Activity Resource Sheet

Year	6
Term	2
Strand	S 1

Objectives

To investigate further the use of the terms active and passive.

Activities

Shared or Group activity

- Revise notion of active and passive, turning sentences from active to passive or vice versa, e.g.

Joanna drives a Ford Escort

becomes

A Ford Escort was being driven by Joanna.

- Indicate how the subject moves as the mood is changed, e.g.

Suzy drew a picture.
A picture was drawn by **Suzy**.

- Search for examples of passive voice, especially in non-fiction. List examples and transform into active voice. Compare and discuss effectiveness.
- Provide examples of sentences written in active and passive voices. Children compare and decide which communicates more powerfully.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	2
Strand	S 1

Objectives

To investigate further the use of the terms active and passive.

Activities

Shared or Group activity

- Use a list of examples of active/passive voice to underline which part of the sentence is being emphasised, e.g.

Passengers are asked to take their seats.

- Locate examples in different texts. Children should prepare a presentation for a plenary to explain why examples are in passive and not in active voice.
- Consider the purpose of such texts and the effect of using passive voice.
- Consciously use the terminology and encourage children to do so.

Imitate passages from reading.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	2
Strand	S 3

Objectives

To revise work on complex sentences.

Activities

Shared and Group activity

- Circle in one colour 'subject' in simple sentence, 'verb' in another colour and 'object' in a third colour. On strips of paper write simple sentences. Colour in the subject, verb and object. Then swop them round to create different and strange combinations, e.g.

Dog bites man

becomes

Man bites dog.

- On strips of paper move simple sentences around to create different compound sentences (joined by 'and' or 'but'). In a compound sentence both sections are dramatically equal, e.g. *I saw a dog and the dog ran away.*
- Introduce cards with more demanding connectives to add onto simple sentences. Complete by writing end clauses to finish the sentences.
- Cut up paragraphs into sentences. Children have to reassemble paragraph.
- Write short paragraphs of narrative, by extending an invented complex sentence from above activities.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	2
Strand	S 3

Objectives

To revise work on complex sentences.

N.B.
In a complex sentence there will be a main clause which tells the reader the main/most important thing/aspect. Subordinate clauses are any other clauses in that sentence.

Activities

Shared activity

- From a complex sentence circle, highlight or underline the main clause. This will be the main thing that happens in the sentence. Usually it will be able to stand on its own. Teach children to apply this test, e.g.

> During the night I slept soundly despite a terrible storm.
>
> During the night – does not stand alone.
> I slept soundly – does stand alone. Main clause
> Despite a terrible storm – does not stand alone.

Group activity

- Provide a number of main and subordinate clauses on cards/paper. Children move these around to create complete sentences in different combinations.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	2
Strand	S 4

Objectives

To revise work on contracting sentences.

Activities

Shared or Group activity

- Use a few complex sentences and show how they can be contracted by taking out detail, making them into simple sentences or reducing them to a few key words.
- Demonstrate how notes can be taken from a passage by using a highlighter to extract key words or phrases. Let the children delete words and phrases that are not necessary, listing the main points.
- Change writing that explains sequences or instructions to simple flow charts, e.g. *life cycle, rain cycle, recipe, rules for a game.*
- Extract a given number of bullet points from a text. Or ask the children to extract the five most important points.
- Edit each other's own note-taking and summarise to ensure brevity whilst capturing the main points.
- Edit a prepared example of note taking that contains a ridiculous amount of lengthy material that is not needed, e.g.

> The chapter starts off telling us that the Greens really liked to sit around listening to stories being told.

becomes:

> Chapter begins – Greens liked storytelling.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	2
Strand	S 4

Objectives

To revise work on contracting sentences: summary, notemaking, editing.

Activities

Shared or Group activity

- List a set of complex sentences in a column. Children have to circle the key point and beside the sentence, in a second column, note the points, e.g.

Initial sentence	Key point
It has been discovered that the Romans were not adverse to serving up to their guests stuffed dormice, etc.	Romans served guests stuffed dormice, etc.

- Extract key points from news items, reports, etc. In pairs agree on final list. Use bullet points, alphabet or numbers to organise notes.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	5
Term	1
Strand	S 3

Objectives

To discuss, edit and proof-read their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.

N.B.
Clumsy constructions are usually evidence of experimentation and therefore can provide opportunities for development.

Activities

Class

- Discuss models of text, particularly using information texts, examining passages for clarity and discussing whether they could be improved.
- Review some information books for the current class topic in relation to:

  - clarity of features supporting the finding of information
  - clarity of text to read.

- Look up the same information in a range of texts and compare the texts for effectiveness.
- Encourage whole class discussion on a range of writing examples. What could be alternative ways of writing them?
- When returning work, read examples aloud and encourage the children to identify strengths and areas to improve.
- When marking, pro-actively prompt the children to improve their writing with specific suggestions and indicate specific areas of success.

Group

- Children should discuss each other's writing, particularly parts which are unclear, in both fiction and information writing.
- Discuss the relative merits and appropriateness of brief sentences and longer ones. Take an opportunity to look at how longer complex sentences need to be clearer.
- Read completed drafts round the group for comments. The children identify what is successful as well as places that need improvement.
- Revise and proof-read in pairs.

Relevant published materials/resources

Non-fiction Big Books available from publishers include **Magic Bean** (Heinemann), **Literacy Links** (Kingscourt), **Book Project** (Longman).

Name:
Date:

Conditional words

Cut up the boxes. Mix and match the sentences. Does the meaning of the sentence change if you use a different conditional word?

Beginnings:

If you wish to contact the office, you ...

When you have filled in the form, you ...

Once you have finished reading your book, you ...

When you reach the zebra crossing, you ...

Conditional words:

might	must
could	should

Endings:

... send it to the above address.

... phone during office hours.

... wait for the traffic to stop.

... want to read another one by the same author.

Put your sentences on a classroom wall display. Explain the reasons for your choices.

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The National Literacy Strategy

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■ NLS Framework ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ■
Comprehension and composition

Range

Fiction and poetry: *longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.*

Non-Fiction: *(i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to understand aspects of narrative structure, e.g.:
    - how chapters in a book (or paragraphs in a short story or chapter) are linked together;
    - how authors handle time, e.g. flashbacks, stories within stories, dreams;
    - how the passing of time is conveyed to the reader;

Activity and Worksheets

Y6 T2 T1 Narrative structure

Y6 T2 T1 Time in stories

2. to analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force;
3. to recognise how poets manipulate words:
    - for their quality of sound, e.g. rhythm, rhyme, assonance;
    - for their connotations;
    - for multiple layers of meaning, e.g. through figurative language, ambiguity;
4. to investigate humorous verse:
    - how poets play with meanings;
    - nonsense words and how meaning can be made of them;
    - where the appeal lies;

Activity and Worksheets

Related Items

Technical Vocabulary List

2001 Revision Guidance for Year 6 Pupils

Grammar for Writing (Key Stage 2)

Year 6 Booster Units

Quality text to support the teaching of writing

Teaching writing: Support material for text level objectives

Year 6 Planning Exemplification 2002-2003

Year 6 Literacy Booster Lessons: 2003

Downloads

Termly Planning Sheet

Termly Planning Sheet

Weekly Planning Sheet

Weekly Planning Sheet

Year 6 Term 1

Year 6 Term 2

Year 6 Term 3

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Y6 T2 T4 Humourous verse

5. to analyse how messages, moods, feelings and attitudes are conveyed in poetry;
6. to read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others;

Activity and Worksheets

Y6 T2 T6 Interpreting poems

7. to identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody;

Activity and Worksheets

Y6 T2 T7.8 Features of different types of text 1

Y6 T2 T7.8 Features of different types of text 2

Y6 T2 T7.8 Features of different types of text 3

8. to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built;
9. to increase familiarity with significant poets and writers of the past;

Writing composition

10. to use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language;

Activity and Worksheets

Y6 T2 T10 Use different genres as models

11. to write own story using, e.g. flashbacks or a story within a story to convey the passing of time;
12. to study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing;

Activity and Worksheets

Y6 T2 T12 Story planner

Y6 T2 T12 Genre study

13. parody a literary text, describing stock characters and plot structure, language, etc.;
14. to write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that...';

Non-Fiction
Reading comprehension

15. to recognise how arguments are constructed to be effective, through, e.g.:

- the expression, sequence and linking of points;
- the provision of persuasive examples, illustrations and evidence;

- pre-empting or answering potential objections;
- appealing to the known views and feelings of the audience;

16. to identify the features of balanced written arguments which, e.g.:

- summarise different sides of an argument;
- clarify the strengths and weaknesses of different positions;
- signal personal opinion clearly;

17. to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks;

Activity and Worksheets
Y6 T2 T17 Official language 1
Y6 T2 T17 Official language 2
Y6 T2 T17 Conditional words

Writing composition

18. to construct effective arguments:

- developing a point logically and effectively;
- supporting and illustrating points persuasively;
- anticipating possible objections;
- harnessing the known views, interests and feelings of the audience;
- tailoring the writing to formal presentation where appropriate;

Activity and Worksheets
Y6 T2 T18 Constructing arguments

19. to write a balanced report of a controversial issue:

- summarising fairly the competing views;
- analysing strengths and weaknesses of different positions;

Activity and Worksheets
Y6 T2 T19 For or against?

20. to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 1

Objectives

To understand aspects of narrative structure, e.g. how chapters in a book are linked together; how authors handle time, e.g. flashbacks, stories within stories, dreams; how the passing of time is conveyed to the reader.

Activities

N.B.
This work is most usefully done during or after reading a class novel.

Class

- Demonstrate some writing devices to convey the passage of time, e.g. flashbacks, changes of tense, parallel events.
- Identify and summarise paragraph links by making a chart that shows each paragraph.

Main events	Theme	Links

- Discuss and identify the most significant paragraph, and present the findings by reading aloud, saying 'why' this paragraph is important.
- Identify paragraphs that are significant to a character, perhaps showing how that character changes.

Group

- Give the children a chapter to study. Can any paragraphs be left out? Why?
- Give the children a chapter where paragraphs are muddled. Reorganise into a logical order.
- Take a novel that has short chapters. Each group reads and discusses a chapter, deciding what might have happened before and what might happen next. Read the chapters in turn. The children then discuss the role their group's chapter plays in the story as a whole. Their conclusions are presented in the plenary session.
- Take one chapter in a novel. What is the theme? How does it move the plot forward? How does it link to the following chapter?
- At the end of a novel the children decide on the three most important chapters and justify their choice.
- In a story, underline or list phrases or sentences that indicate the passing of time, e.g. *the next day, a week later, eventually*. Use plotting techniques to show how paragraphs and chapters treat time. Use the Photocopiable Resource Sheet if required.
- From a range of known texts children should find examples of flashbacks, stories within stories, dreams, examples of handling two characters in different settings, e.g. *While the children were with the king, Tom had been at home. Of course, he knew nothing of what was happening. He stared out of the window ...*

Relevant published materials/resources

Tom's Midnight Garden, Philippa Pearce (Puffin). **Dinner Ladies Don't Count**, Bernard Ashley (Puffin). **The Bully,** Jan Needle (Collins). **Blabbermouth,** Morris Gleitzman (Hippo). **Mrs Frisby and the Rats of NIMH,** Robert O'Brien (Puffin). **The Mouse and his Child,** Russell Hoban (Puffin). **The Railway Children**, E. Nesbit (Puffin). **Meteorite Spoon**, Philip Ridley (Red Fox).

Name:
Date:

Time in stories

Start of story **End of story**

Words or phrases linked to time

Events, e.g. flashbacks, dreams, stories within stories

Changes in setting (e.g. seasons)

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 4

Objectives

To investigate humorous verse: how poets play with meanings; nonsense words and how meaning can be made of them; where the appeal lies.

Activities

Group reading

- Select a nonsense poem, e.g. 'Jabberwocky'. Children list nonsense words and in pairs discuss possible meanings. They treat poem like a cloze procedure, extract each nonsense word and insert a possible word that fits meaning and rhythm, e.g

'T'was brilliant and the slimy toads
did dance and dither in the waves ...'

instead of

'T'was brillig and the slithy toves
did gyre and gimble in the wabe ...'

- Nonsense words can be listed with suggested 'dictionary' definitions, e.g. 'slithy – an adjective used to describe anything that is slimy and slithers'.

Relevant published materials/resources

Above nonsense extract is from 'Jabberwocky' by Lewis Carroll.

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 6

Objectives

To read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others.

Activities

Group

- Give selected poems to the group to read, re-read and discuss, interpreting and sharing views on meaning, structure and use of words.
- Provide questions to prompt thinking and challenge interpretation. Ensure the children refer back to text to justify their views.
- Give different groups the same poem. Each group reads, discusses and, within a set time limit, has to produce '10 secrets about this poem'; a list of statements and questions to present back to the class. This enables the groups to compare, discuss and justify their viewpoints.
- Children create a wall display of different types of poetry, annotated with label, purpose, audience and particular language features.
- Agree on a target audience. The children select an appropriate poem and prepare a presentation, tape-recording, 'visiting poet' role-play, group performance, a tape of 10 desert island poems, poetry plant, poetry poster, etc.

Relevant published materials/resources

The Listeners, Walter de la Mere.

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 7, 8

Objectives

To identify key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, to develop or undermine the type, e.g. through parody;
to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built.

Activities

N.B.
Activities can be used to explore characteristics of any genre, e.g. sports stories, science fiction, fantasy, romance.

Class

- *Ghost stories*: Identify and compare characteristics of this genre, discussing the meaning of genre if not previously introduced. Collect the children's suggestions under headings, e.g.:

Stereotypical characters
Themes
Plots
Typical predicaments
Settings/atmosphere/mood
Language style/dialogue
Vocabulary
Typical openings and endings

- Then look together at a short extract from a stereotypical, popular ghost story. Pick out three features which illustrate the characteristics mentioned in earlier discussion, e.g. unanswered questions, sudden change of mood from cosy to threatening, short sentences, tension building.

Group

- Provide a range of very short extracts from a variety of ghost stories, differentiated according to readability levels. Include some challenging material. The task is to read and arrange in order of preference, giving reasons.

Plenary

- Introduce a short discussion to arrive at a few 'success criteria' for ghost stories. The children could keep notes for future reference, e.g. in reviewing books, and writing own ghost stories.

Relevant published materials/resources

Goosebumps, R. L. Stine (Scholastic). **A Creepy Company**, Joan Aiken (Puffin).
A Treasure of Spooky Stories (Kingfisher). **Nothing to be Afraid Of**, Jan Mark (Puffin);
The Haunting, Margaret Mahy (Puffin). **The Stove Haunting**, Bel Mooney (Mammoth).
Puffin Book of Ghosts and Ghouls, ed. Gene Kemp (Puffin).

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 7, 8

Objectives

To identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody.
To analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is wellbuilt.

Activities

Class

- Brainstorm a list of genres the children are already familiar with, e.g. animal stories, school stories, ghost, folk, myth, fantasy, love, adventure. Discuss examples of stories which may belong in more than one category.
- After a brief canvassing of opinion, ask questions such as: Which are the favourite genres? Which do children prefer writing?
- Make a list of 'typical ingredients' for some of the most popular genres, e.g. stock characters, settings, language, plot. Romance and horror are particularly fruitful!
- Do some of these books begin to pall after a while? Introduce the idea of 'formula writing'.

N.B.
This is a good way to canvass children's views and preferences. Encourage them to bring in books they read at home – and to be honest about the books that do not appeal at all.

Group

- Divide up available fiction so that each group has about ten to twelve assorted novels. Use the cover, any illustration, and the blurb to sort into genres. Then check in more detail, i.e. opening sentences, chapter headings and a quick skim-read. Record findings in rough notes, under headings for characters, settings, plot, language. Fill in a master sheet as a class record.

Plenary

- Suggest a brief presentation of group findings.

Does classroom/school library cover a good range of genres?
Are there any gaps?
Which books do not seem inviting after this brief investigation? Why?

- Carry out a simple survey and produce a graph showing the class favourites. Ask for reasons, any titles of favourites, and write a brief report to accompany the class display. Enquire at home, other adults, more widely through the school.
- This work can provide useful promotional material for the school library.

Relevant published materials/resources

Goosebumps, R. L. Stine (Scholastic). **Point Horror,** Crime, Romance (Scholastic). **Sweet Valley High** series (Scholastic). **Babysitter's Club,** Ann Martin (Scholastic).

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 7, 8

Objectives

To identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody.
To analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is wellbuilt.

Activities

N.B.
You will need to supply a good range of books in the chosen genre. If stocks are limited, adapt activity to include several genres. Relate the activity to choosing the next class novel.

Class

- Producing a class anthology, e.g. of sports stories.

Brainstorm the ingredients you would expect to find in a typical sports story, e.g.

a competition,
victory at the climax after some disappointments,
physical bravery,
determined character,
cliffhanging suspense,
cheating.

Group

- Look at a selection of books and read the blurb on the back. Pick out similarities and make a list. Note any exceptions.
- As an extension: Find some 'typical' short passages. Write out to produce an anthology under headings. Different groups should be responsible for different ingredients.
- Groups could decide on a favourite title. Prepare a very short presentation. Include appetite-whetting quotations.

Plenary

- Prepare a brief presentation of about three preferred novels with justifications. Vote on the best one to read to the class.
- Discuss eye-catching ways to present the anthology, e.g. as a library display or class book.

Relevant published materials/resources

Big Clash and many other titles, Rob Childs (Transworld). **Napper Goes for Goal**, Martin Waddell (Puffin). **Ballet Shoes**, Noel Streatfield (J.M. Dent). **Pony Tails** series, Heather Amery (Usborne). **Here We Go!**, Diane Redmond (Yearling). **Good Sports!** Short Stories, Tony Bradman (Corgi). **Downhill All the Way, Flambards,** K.M. Peyton (Puffin). **The Puffin Book of Horse and Pony Stories,** ed. K.M. Peyton (Puffin). **Handles, Man in Motion,** Jan Mark (Puffin). **The Puffin Book of Song and Dance,** ed. Jan Mark (Puffin).

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 10

Objectives

To use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language.

Activities

N.B.
Link with **Y6 T2 T7**
and **Y6 T2 T8.**

Class

- *Openers and closers*. Use previous work and Shared Reading experiences to focus on the style of different genres. Read aloud opening sentences from a fairly obvious example and ask the class to guess.
- Do the same with the story's ending. How might the opening sentences be continued? What might happen in between?

Group

- Provide groups with about six openers and closers taken from a range of clearly distinct genres, e.g. folk tale, school story, love story. Match them, and then continue the opening in the same style using appropriate genre conventions, or ask the children to write a middle chapter.

Plenary

- Groups could present one or two examples, discuss and evaluate.
- Begin to draw up some success criteria or vital ingredients for different genres.
- Suggest that the children collect openers from personal reading and organise a quiz or competition.

Relevant published materials/resources

Name:
Date:

Story planner

Character

Name and age

Physical appearance

Family

Likes and dislikes

Photograph

Other characters

Name
Part in story

Name
Part in story

Name
Part in story

Name
Part in story

Plot

Conflict/dilemma/predicament

Opening

Ending

Title

front

Cover designs

back

Other notes

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 12

Objectives

To study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring it to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing.

Activities

Class

- Explain that this work is the culmination of previous activities involving genre. Refer back to **Y6 T2 T7,8** where the children discussed favourites.
- Focus particularly on openings and techniques for involving the reader. Look again at some examples from the previous activity, e.g.

openings using dialogue (**Charlotte's Web**)
openings setting the scene (**Black Beauty, Mrs. Frisby**)
openings introducing sense of mystery (**Iron Man**)
openings describing character (**The Secret Garden**)
openings that plunge straight into action (**The 18th Emergency**)

- Discuss audience: Who is likely to want to read on?

Group

- In pairs, write six to eight sentences of the beginning of a story in a chosen genre.
- Include as many elements as possible from previous brainstorms and discussions. The story starter must aim to whet the appetite of potential readers.
- Join up with another pair working in same genre. Choose one starter to develop further.
- Start to plan story outline, using the Photocopiable Resource Sheet.

Plenary

- Share story outlines.
- Identify time to continue with the work and discuss first presentations, e.g. use of word processor, paragraphing, punctuation, spelling, illustrations.

Relevant published materials/resources

Charlotte's Web, E.B. White (Puffin. **Black Beauty,** Anna Sewell (Puffin). **Mrs. Frisby and the Rats of NIMH,** Robert O'Brien (Puffin). **The Iron Man,** Ted Hughes (Faber). **The Secret Garden,** Frances Hodgson Burnett (Puffin). **The Eighteenth Emergency,** Betsy Byars (Puffin).

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 17, S5

Objectives

To read and understand examples of official language and its characteristic features ... ; to use reading to investigate conditionals, e.g. using *if ... then, might, could, would,* etc., and their uses, e.g. in deduction, speculation, supposition.

Activities

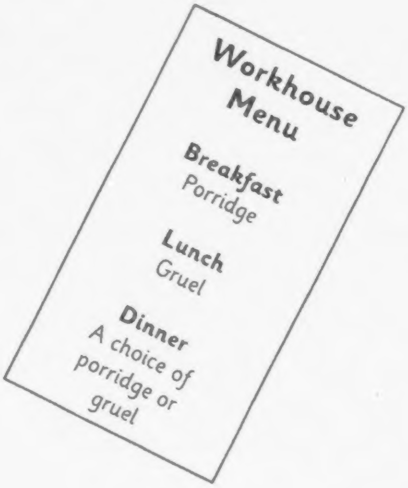
car
licence
renewal
signed ...

Class

- Collect a variety of official forms, reports, documents, etc. Discuss who would receive these and what response would be required.
- Demonstrate the filling in of a form, a written response to a report, e.g. in the form of a letter or analysis.
- Draw the children's attention to the use of conditional sentences and how specific words change sentence meaning.
- Using a sentence stem, e.g. *if you wish to contact the office you ...* , a variety of conditional words, e.g. *might, could, would,* and a variety of sentence endings, e.g. *press this bell, contact the address below, ask for Mrs. Jones,* explore with the children how sentence meanings change with the use of different conditional words and sentence endings.

Group

- The children write official forms, letters and documents, in the role of a historical or fictitious character, e.g. a letter from Augustus to his soldiers, Mr. Bumble's behaviour rules for breakfast in the workhouse.
- Give the children the Photocopiable Resource Sheet and ask them to explore mixing and matching sentences, using different endings, beginnings and conditional words. How do the sentence meanings change?
- Mount the sentences on a wall display to prompt further discussion.



Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 17

Objectives

To read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks.

Activities

Shared or Group activity

- Provide examples of official language to read and analyse. Identify, extract and list typical words, phrases and expressions. Use these to write imitative sentences or passages. For example, use **The Jolly Postman** as a source to write official letters, e.g. an invitation from the King inviting the frog to a ball, a solicitor's letter from the three pigs to the wolf, formal reply to the King, etc.
- Read prepared examples of official language, e.g. a letter from a palace official about the arrangements in **Cinderella** for the ball.
- Children should read, identify places where style is inappropriate and revise, e.g.

> To whom it may concern.
> The Royal ball is to be held on the 20th of this month. Those wishing to attend should ensure that they are appropriately dressed. Carriages will be parked at the rear of the stables. Slap on your best gear and get your knees up for a range of dances.

- Children reply to the letter in an appropriate style.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	2
Strand	T 18,19

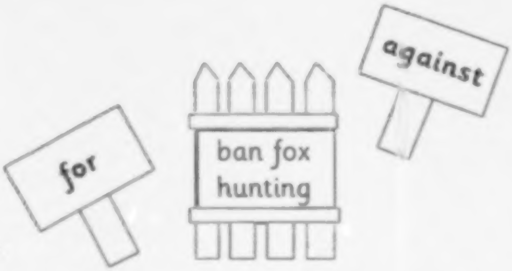
Objectives

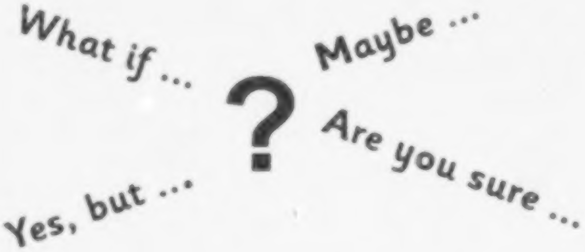
To construct effective arguments: developing a point logically and effectively; supporting and illustrating points persuasively; anticipating possible objections; harnessing the known views, interests and feelings of the audience; tailoring the writing to formal presentation where appropriate. To write a balanced report of a controversial issue.

Activities

Class

- Demonstrate the planning and drafting of a discussion, e.g. a third runway at Manchester airport, banning football in the playground, using an enlarged copy of the Photocopiable Resource Sheet.
- Use Shared Writing to develop this into a first draft.
- Discuss the structure and language features of the draft, e.g. logical connectives, present tense, clarity of argument, persuasive words.
- Revise the draft in the light of the discussion.




What if ...
Maybe ...
?
Are you sure ...
Yes, but ...

Group

- Give the children a problem or allow them to choose their own. Ask them to plan and draft an argument, using the Photocopiable Resource Sheet, presenting two points of view, for and against.
- Encourage them to read their writing to other groups before revising their drafts.

Plenary

- Plan how to present the finished writing.

Relevant published materials/resources

Issues, Magic Bean In-Fact (Heinemann).

Name:
Date:

For or against?

The debate is ...

arguments for ...	**arguments against ...**
Point 1 Evidence	Point 1 Evidence
Point 2 Evidence	Point 2 Evidence
Point 3 Evidence	Point 3 Evidence

So I think that ...

because ...

YEAR TERM

6 3

Range

Fiction and poetry: *comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s).*

Non-Fiction: *(i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;

3 to use independent spelling strategies, including:
- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

4 to revise and consolidate work from previous five terms with particular emphasis on:
- learning and inventing spelling rules;
- inventing and using mnemonics for irregular or difficult spellings;
- unstressed vowel spellings in polysyllabic words;

Vocabulary extension

5 to invent words using known roots, prefixes and suffixes, e.g. *vacca + phobe = someone who has a fear of cows;*

6 to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords;

7 to experiment with language, e.g. creating new words, similes and metaphors.

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to revise the language conventions and grammatical features of the different types of text such as:
- narrative (e.g. stories and novels);
- recounts (e.g. anecdotes, accounts of observations, experiences);
- instructional texts (e.g. instructions and directions);
- reports (e.g. factual writing, description)
- explanatory texts (how and why);
- persuasive texts (e.g. opinions, promotional literature)
- discursive texts (e.g. balanced arguments);

2 to conduct detailed language investigations through interviews, research and reading, e.g. of proverbs, language change over time, dialect, study of headlines;

Sentence construction and punctuation

3 to revise formal styles of writing:
- the impersonal voice;
- the use of the passive;
- management of complex sentences;

4 to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

1 to describe and evaluate the style of an individual writer;

2 to discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons;

3 to describe and evaluate the style of an individual poet;

4 to comment critically on the overall impact of a poem, showing how language and themes have been developed;

5 to compare and contrast the work of a single writer;

6 to look at connections and contrasts in the work of different writers;

Writing composition

7 to annotate passages in detail in response to specific questions;

8 to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion;

9 to write summaries of books or parts of books, deciding on priorities relevant to purpose;

10 to write a brief synopsis of a text, e.g. for back cover blurb;

11 to write a brief helpful review tailored for real audiences;

12 to compare texts in writing, drawing out:
- their different styles and preoccupations;
- their strengths and weaknesses;
- their different values and appeal to a reader;

13 to write a sequence of poems linked by theme or form, e.g. a haiku calendar;

14 to write an extended story, worked on over time on a theme identified in reading;

Non-Fiction

Reading comprehension

15 to secure understanding of the features of explanatory texts from Year 5 term 2;

16 to identify the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used;

17 to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value;

18 to secure the skills of skimming, scanning and efficient reading so that research is fast and effective;

19 to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form;

Writing composition

20 to secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice;

21 to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives;

22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

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■ NLS Framework   ☐ Resources

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ■
Phonics, spelling and vocabulary

Sentence ☐
Grammar and punctuation

Text ☐
Comprehension and composition

Range
Fiction and poetry: *comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s).*
Non-Fiction: *(i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.*

Phonics, spelling and vocabulary

PUPILS SHOULD BE TAUGHT:

Spelling strategies

1. to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

Activity and Worksheets

Y6 T3 W1 Spelling checks and logs
Y6 T3 W1 Glossary work
Y6 T3 W1 My spelling journal
Y6 T3 W1 Spelling log

2. to use known spellings as a basis for spelling other words with similar patterns or related meanings;

Activity and Worksheets

Y6 T3 W2 Spelling

3. to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Activity and Worksheets

Y6 T3 W3 Independent spelling strategies 1
Y6 T3 W3 Independent spelling strategies 2

Spelling conventions and rules

4. to revise and consolidate work from previous five terms with particular emphasis on:

Related Items

Technical Vocabulary List
2001 Revision Guidance for Year 6 Pupils
Spelling bank: lists of words and activities for the KS2 spelling objectives
Year 6 Booster Units
Year 6 Planning Exemplification 2001-2002
Helping children achieve throughout Year 6 - English and mathematics
Transition from Year 6 to Year 7 English: Units of work

Downloads

Termly Planning Sheet
Termly Planning Sheet
Weekly Planning Sheet
Weekly Planning Sheet
Year 6 Term 1
Year 6 Term 2
Year 6 Term 3

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- learning and inventing spelling rules;
- inventing and using mnemonics for irregular or difficult spellings;
- unstressed vowel spellings in polysyllabic words;

Vocabulary extension

5. to invent words using known roots, prefixes and suffixes, e.g. *vacca + phobe = someone who has a fear of cows;*
6. to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords;
7. to experiment with language, e.g. creating new words, similes and metaphors.

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 1

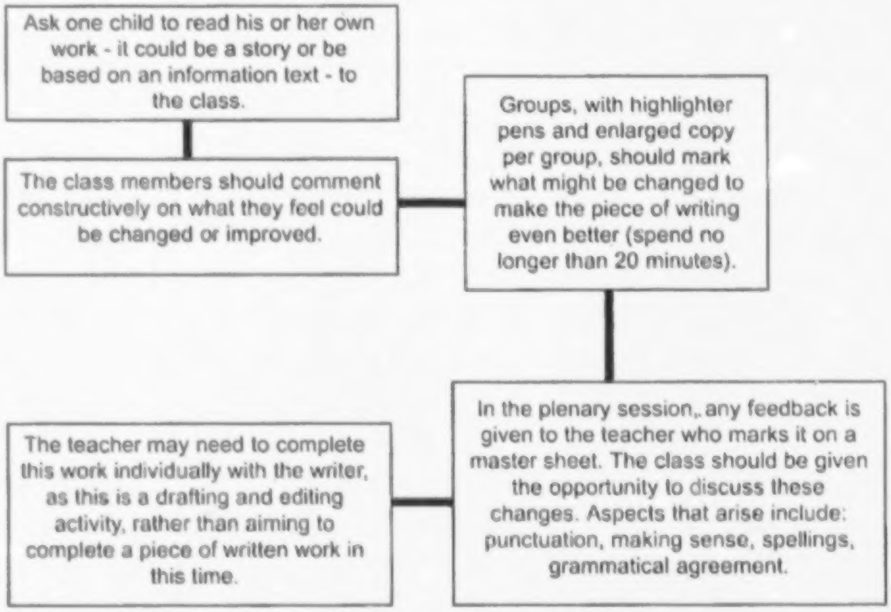
Objectives

To identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.

N.B.
Detailed spelling checks should come after checks for coherence (sense) and intention.

Activities

Class



Ask one child to read his or her own work - it could be a story or be based on an information text - to the class.

The class members should comment constructively on what they feel could be changed or improved.

Groups, with highlighter pens and enlarged copy per group, should mark what might be changed to make the piece of writing even better (spend no longer than 20 minutes).

In the plenary session, any feedback is given to the teacher who marks it on a master sheet. The class should be given the opportunity to discuss these changes. Aspects that arise include: punctuation, making sense, spellings, grammatical agreement.

The teacher may need to complete this work individually with the writer, as this is a drafting and editing activity, rather than aiming to complete a piece of written work in this time.

Group

- Children should keep personal spelling journals to keep records of *words that I didn't know I knew* as well as *words to practise*. See Photocopiable Resource Sheet.
- Practice should be provided with children handwriting their word lists. These should be based on visual patterns.
- Children could find associated words themselves (from word banks or some computer spell checks) to practise with a spelling they need to learn.

Relevant published materials/resources

First Steps Spelling Resource Book, First Steps Spelling Developmental Continuum, (Heinemann).

Name:
Date:

My spelling journal

Words I didn't know I knew	Words to practise

Name:
Date:

Glossary work

Don't forget to put your glossary entries in alphabetical order.

Word or phrase	Definition

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 2

Objectives

To use known spellings as a basis for spelling other words with similar patterns or related meanings.

Activities

Group

- Encourage the class to collect *difficult* spellings and discuss ways of remembering them.
- Wherever possible make visual links with other words for practising through handwriting, preferably at speed.
- Collect words with prefixes and suffixes which have a focused meaning, e.g. *aqua, hydro, tele, bi, tri, uni, phone, mini, maxi, hyper.*
- Make a class glossary collection of prefixes/suffixes for reference. Add words as they are read, talked about and used.
- Keep and develop personal spelling journals. Also keep categories of words with the same pattern, e.g. prefix, suffix, topic/subject, difficult words.
- Practice should still be with handwriting strings wherever possible.

People

People **E**at **O**range **P**lants **L**eft (by) **E**lephants

Say **people,** using letter names of **E** and **O**

Compare with words with same **eo** pattern, e.g. **leopard, leotard**

Separate

There is **a rat** in separ**ate**

Separ**a**te p**ar**ts

Para is like **para**chute

Piece

a **piece** of **pie**

Bus

a **bus** in **bus**y

Amusement

use in am**use**ment

Relevant published materials/resources

Rescuing Spelling, Melvyn Ramsden (Southgate Publishers).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

Activities

WAYS TO HELP LEARN SPELLINGS

Beat out the syllables. Write out each beat as you say it, e.g. *re - mem - ber.*
Highlight the trickiest parts of the word. Over-write them.
Link new words with words you can already spell (analogy).
Look for spelling patterns and rules.

VISUAL LEARNERS

Change the look of the word, e.g. *div/ide; re/ceive.*
Find words within words, e.g. *foreign, sovereign; "There's a 'rat' in separate".*

AUDITORY LEARNERS

Change the sound of the word: exaggerate pronunciation, or change it, e.g. *b-e-a-utiful; Wed-nes-day.*
Say letter names in rhythm, e.g. *pe-op-le.*
Use rhythm to learn confusing patterns, e.g. *-i-o-n.*
Use mnemonics, e.g. *I Go Home Tonight; Only Ugly Lads Dance; Big Elephants Can Always Use Some Eggs.*

KINAESTHETIC LEARNERS

Trace the letters with a finger as you say or visualise the word.

EVERYONE

Learn the derivation - etymology - of words:
television, telephone, sincere, foreign.
Remove or add prefixes and suffixes.

Relevant published materials/resources

Developmental Spelling, D. Montgomery (Learning Difficulties Research Project Publications). **Spelling 9 - 13,** S. Hackman and L. Trickett (Hodder and Stoughton). **ACE Spelling Dictionary**, D. Moseley (LDA).

NLS Activity Resource Sheet

Year	5 & 6
Term	All
Strand	W 3

Objectives

To use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills.

N.B.
Activities can be modelled and then developed in groups.
Uses of technical and jargon words in the appropriate context is to be encouraged, but within narrative writing over-use of new words can become artificial.

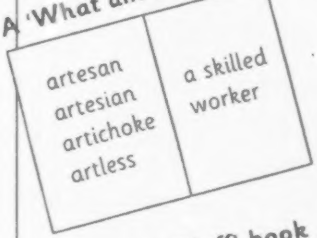
Activities

Class

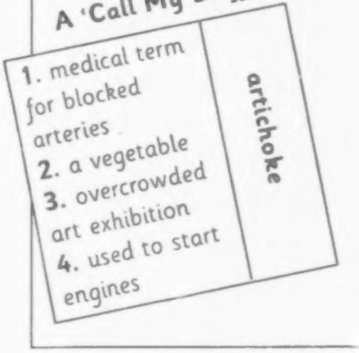
- To develop speed at finding words in dictionaries and practising alphabetical order skills, pairs of children could select words for others to find. The first finder has to read the definition and the teams keep scores.
- Where a range of dictionaries is used, discuss the advantages and disadvantages of brevity and fullness of entries.
- To encourage children to use new vocabulary, discuss new words in plenary sessions. Demonstrate ways to include words particularly in spoken explanations and reports, and across a range of written genres. Make a distinction between fiction and non-fiction/information uses.

horrid? horrible? horrendous?

A 'What am I?' book



A 'Call My Bluff' book


1. medical term for blocked arteries
2. a vegetable
3. overcrowded art exhibition
4. used to start engines
artichoke

Group

- To extend vocabulary and the understanding of clearer meanings, ask children to find a word in a Thesaurus, e.g. *horrible* and write down all the words given in one column. Then find alternatives to this list. Cross out the ones that are the same and the words which do not quite mean *horrible*.
- Create class glossaries through index work. See the Photocopiable Resource Sheet.
- Make glossaries for information books which do not have them.
- Use glossaries for word definition games. Make four sets on card. Children play *Kim's Game* or *Happy Families*, collecting a whole mixed set or four of the same. After 20 minutes regroup for plenary feedback. Use for technical terms.
- Look at joke books and find jokes where there is a play on words, e.g. Knock Knock jokes.
- Create a *What am I?* book for other groups/classes, with clues and a range of three to four words to choose from, which can only be checked using a dictionary.
- Create a *Call My Bluff* book, using one word and range of definitions for each page. This makes players look closely at words.
- This can be linked to a topic, e.g. looking at word derivation - *aqua* and *hydro* for water, useful for science, or for history.

Relevant published materials/resources

A range of Dictionaries and Thesauruses.
Software: **Children's Dictionary,** Dorling Kindersley. **Oxford English Dictionary** (OUP). **Oxford Thesaurus** (OUP). **Collins Electronic English Dictionary and Thesaurus** (Harper Collins). **Longmans Interactive English Dictionary** (Longman ELT). **NLA Docklands Project Pocket Book Activities Pack.**

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	☐ Glossary

Word ☐
Phonics, spelling and vocabulary

Sentence ▪
Grammar and punctuation

Text ☐
Comprehension and composition

Range

Fiction and poetry: *comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s).*

Non-Fiction: *(i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.*

Grammar and punctuation

PUPILS SHOULD BE TAUGHT:

Grammatical awareness

1. to revise the language conventions and grammatical features of the different types of text such as:

- narrative (e.g. stories and novels);
- recounts (e.g. anecdotes, accounts of observations, experiences);
- instructional texts (e.g. instructions and directions);
- reports (e.g. factual writing, description)
- explanatory texts (how and why);
- persuasive texts (e.g. opinions, promotional literature)
- discursive texts (e.g. balanced arguments);

Activity and Worksheets

- Y6 T3 S1 The features of different types of text 1
- Y6 T3 S1 The features of different types of text 2
- Y6 T3 S1 The features of different types of text 3
- Y6 T3 S1 Language conventions 1
- Y6 T3 S1 Language conventions 2
- Y6 T3 S1 Language conventions 3

2. to conduct detailed language investigations through interviews, research and reading, e.g. of proverbs, language change over time, dialect, study of headlines;

Sentence construction and punctuation

3. to revise formal styles of writing:

- the impersonal voice;
- the use of the passive;
- management of complex sentences;

4. to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.

Related Items

- Technical Vocabulary List
- 2001 Revision Guidance for Year 6 Pupils
- Grammar for Writing (Key Stage 2)
- Spelling bank: lists of words and activities for the KS2 spelling objectives
- Year 6 Booster Units
- Quality text to support the teaching of writing
- Year 6 Planning Exemplification 2001-2002
- Helping children achieve throughout Year 6 - English and mathematics
- Transition from Year 6 to Year 7 English: Units of work

Downloads

- Termly Planning Sheet
- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 6 Term 1
- Year 6 Term 2
- Year 6 Term 3

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NLS Activity Resource Sheet

Year	6
Term	3
Strand	S 1

Objectives

To revise the language conventions and grammatical features of the different types of text such as: narrative, recounts, instructional texts, reports, explanatory texts, persuasive texts, discursive texts.

Activities

Shared or Group Reading

- Children analyse, from a sample, the structure of a text type, creating a framework. Report back at plenary describing the structure.
- Annotate a sample of text type to indicate examples of language features, e.g. *paragraph, punctuation, tense, person, dialogue, active verbs, adjectives, rhyme, adverbs, figurative language.* How many grammatical features can the children spot?
- Categorise different types of writing.
- Categorise different types of story, e.g. *fable, parable, legend, science fiction, domestic.*
- Add terms and information to a class glossary.
- Create a wall chart to label types of writing, e.g.

Type	Purpose	Audience	Structure	Features
fable	to make a moral point	children	opening two characters setting dilemma events ending	paragraphs, etc.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	3
Strand	S 1

Objectives

To revise the language conventions and grammatical features of the different kinds of texts.

Activities

Shared or Group Reading

- Children analyse from samples the structure of explanatory and persuasive writing, creating a framework. Report back at plenary describing structure.
- Annotate samples to indicate examples of grammatical features, e.g. *tense, voice, connectives, person, use of conditionals*.
- Categorise and list different types of explanatory and persuasive writing (advert, argument, viewpoints, etc.).
- Create a wall chart showing label, purpose, structure and grammatical features.
- Add terms and information to class glossary.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	3
Strand	S 1

Objectives

To revise the language conventions and grammatical features of the different kinds of texts.

Activities

Shared or Group Reading

- Children analyse samples to extract the structure of recounts, procedures and informational writing, creating frameworks. Report back at Plenary describing the structure.
- Annotate samples to indicate examples of grammatical features, e.g. *tense, person, chronological ordering, headings.*
- Categorise and list different types of recounts, procedures and informational writing.
- Create a wall chart showing label, purpose, structure and grammatical features.
- Add terms and information to class glossary.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	3
Strand	S 1

Objectives

To revise the language conventions and grammatical features of the different types of text such as: narrative, recounts, instructional texts, reports, explanatory texts, persuasive texts, discursive texts.

Activities

Shared or Group Reading

- Children analyse, from a sample, the structure of a text type, creating a framework. Report back at plenary describing the structure.
- Annotate a sample of text type to indicate examples of language features, e.g. *paragraph, punctuation, tense, person, dialogue, active verbs, adjectives, rhyme, adverbs, figurative language*. How many grammatical features can the children spot?
- Categorise different types of writing.
- Categorise different types of story, e.g. *fable, parable, legend, science fiction, domestic.*
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Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	3
Strand	S 1

Objectives

To revise the language conventions and grammatical features of the different kinds of texts.

Activities

Shared or Group Reading

- Children analyse from samples the structure of explanatory and persuasive writing, creating a framework. Report back at plenary describing structure.
- Annotate samples to indicate examples of grammatical features, e.g. *tense, voice, connectives, person, use of conditionals.*
- Categorise and list different types of explanatory and persuasive writing (advert, argument, viewpoints, etc.).
- Create a wall chart showing label, purpose, structure and grammatical features.
- Add terms and information to class glossary.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	3
Strand	S 1

Objectives

To revise the language conventions and grammatical features of the different kinds of texts.

Activities

Shared or Group Reading

- Children analyse samples to extract the structure of recounts, procedures and informational writing, creating frameworks. Report back at Plenary describing the structure.
- Annotate samples to indicate examples of grammatical features, e.g. *tense, person, chronological ordering, headings.*
- Categorise and list different types of recounts, procedures and informational writing.
- Create a wall chart showing label, purpose, structure and grammatical features.
- Add terms and information to class glossary.

Relevant published materials/resources

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Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Term	Reception	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Glossary

Word
Phonics, spelling and vocabulary

Sentence
Grammar and punctuation

Text
Comprehension and composition

Range

Fiction and poetry: *comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s).*
Non-Fiction: *(i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.*

Comprehension and composition

PUPILS SHOULD BE TAUGHT:

Fiction and poetry
Reading comprehension

1. to describe and evaluate the style of an individual writer;

Activity and Worksheets

Y6 T3 T1.5 A writer's style

2. to discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons;
3. to describe and evaluate the style of an individual poet;
4. to comment critically on the overall impact of a poem, showing how language and themes have been developed;
5. to compare and contrast the work of a single writer;
6. to look at connections and contrasts in the work of different writers;

Activity and Worksheets

Y6 T3 T6 Comparing writers 1
Y6 T3 T6 Comparing writers 2

Writing composition

7. to annotate passages in detail in response to specific questions;
8. to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion;

Activity and Worksheets

Y6 T3 T8 Reading Journal

9. to write summaries of books or parts of books, deciding on priorities relevant to purpose;
10. to write a brief synopsis of a text, e.g. for back cover blurb;

Related Items

- Technical Vocabulary List
- 2001 Revision Guidance for Year 6 Pupils
- Grammar for Writing (Key Stage 2)
- Year 6 Booster Units
- Quality text to support the teaching of writing
- Teaching writing: Support material for text level objectives
- Year 6 Planning Exemplification 2001-2002
- Helping children achieve throughout Year 6 - English and mathematics
- Transition from Year 6 to Year 7 English: Units of work

Downloads

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- Termly Planning Sheet
- Weekly Planning Sheet
- Weekly Planning Sheet
- Year 6 Term 1
- Year 6 Term 2
- Year 6 Term 3

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Activity and Worksheets
Y6 T3 T10 A synopsis of a text

11. to write a brief helpful review tailored for real audiences;
12. to compare texts in writing, drawing out:

- their different styles and preoccupations;
- their strengths and weaknesses;
- their different values and appeal to a reader;

13. to write a sequence of poems linked by theme or form, e.g. a haiku calendar;

Activity and Worksheets
Y6 T3 T13 Poems linked by theme

14. to write an extended story, worked on over time on a theme identified in reading;

Non-Fiction
Reading comprehension

15. to secure understanding of the features of explanatory texts from Year 5 term 2;

Activity and Worksheets
Y6 T3 T15 Explanatory text

16. to identify the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used;
17. to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value;
18. to secure the skills of skimming, scanning and efficient reading so that research is fast and effective;

Activity and Worksheets
Y6 T3 T17 Appraising a text

18. to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form;

Writing composition

20. to secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice;

Activity and Worksheets	
Y6 T3 T20 Impersonal writing	Y6 T3 T20 Explanations

21. to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives;

Activity and Worksheets
Y6 T3 T21 Impersonal writing

22. to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

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NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 1, 5

Objectives

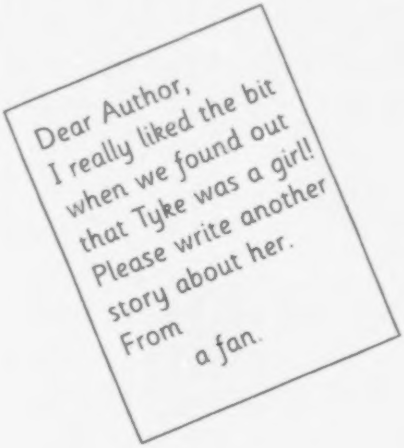
To describe and evaluate the style of an individual writer.
To compare and contrast the work of a single writer.

Activities

N.B.
If the children have choice of author for this activity, make sure that you include or acknowledge a variety of authors and illustrators, as well as authors of 'teenage' fiction.

Class

- Recap on previous discussions about popular authors or an author chosen for class study.
- Explain that this work will make use of the children's reading logs and previous work, and will involve many familiar activities, e.g. character profiles, comparison grids, story maps and charts, but will focus on just one author. The aim is to produce an author file or dossier, carefully presented and including a range of work.
- Suggest some ideas, e.g. *a character gallery, sketches, story maps showing the main events in several novels, a chart illustrating different settings used, an anthology of favourite quotes, potted biography or portrait of an author.*



Dear Author,
I really liked the bit
when we found out
that Tyke was a girl!
Please write another
story about her.
From
a fan.

Group

These activities can be adapted for pair, group or individual work.

- Plan the contents of the dossier. Make a list of things to be done, e.g. a letter to an author or publisher, a visit to the library; draw up a work plan.
- Draft the letter to the author.
- Collect blurbs and write your own.
- Devise a quotation quiz on a chosen author.
- Use the Photocopiable Resource Sheet to make Plot Profiles.

Plenary

- Ask the groups to share the work done so far.

Relevant published materials/resources

Some suggestions for author studies (most have written fiction for a wide age range):
Anne Fine, Jan Mark, Betsy Byars, Dick King-Smith, Anthony Browne, Raymond Briggs, Bernard Ashley, Beverley Cleary, Gillian Cross, Ann Pilling, Phillipa Pearce, Allan Ahlberg, Nina Bawden, Gene Kemp, Jamila Gavin, Jacqueline Wilson.
Suggested class reading – **Dear Mr. Henshaw,** Beverley Cleary (Puffin).

NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 6

Objectives

To look at connections and contrasts in the work of different writers.

Activities

Class

- **Spot Your Author.** Introduce the activity as part of the term's work on author studies.
- Read a few obvious extracts and invite the class to identify the author. How did they know? What did they recognise?

Group

- Provide numbered short quotations from the work of familiar, well-known authors. Include some give-aways as well as some challenges. Identify the author and give evidence for the answer.

Plenary

- Give the answers.
- A variation on this is to include opening quotations from the class author amongst the other openings. Pick out the right ones, and give reasons.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 6

Objectives

To look at connections and contrasts in the work of different writers.

Activities

N.B.
Continuation of **Y6 T3 T1, 5** or as preparation for them.

Class

- Make a list of authors from class novels or extracts read through the year, using reading logs, etc. to jog memories. Add to the list from the children's personal reading.

Group

- Plan and prepare a short presentation introducing a chosen author. What do the author's books have in common? What are the main differences? Describe details of the author's life and interests if known.
- Find suitable quotes from blurbs. What kind of reader do the books appeal to? Choose an extract to read as a tester. Draw a portrait of the author.

Plenary

- Watch the presentations. Discuss alternative ways of presenting, e.g. on sound cassette with suitable music, as a poster.

Extension

- Role play activities, e.g. interviews with an author; characters from different books meeting each other.
- Produce a Best Quotes anthology.
- Write acronym poems.
- Compile a database for the library.
- Spot the Author. Read extracts from a novel and ask the children to guess the author.
- Quotation Quiz. The children write out short quotes. Display these as a class quiz.

Relevant published materials/resources

James and Giant Peach Scrapbook, Lucy Dahl (Puffin). **Reasons for Writing.** Anthology 4 (Ginn). **Reading Alive. Library Alive,** Gwen Gawith (A & C Black).
Useful sources for finding out about authors: quality newspaper reviews of children's literature/ interviews. **Treasure Islands** (BBC Radio 4). Publishers' promotional material (e.g. Puffin People). **Books for Keeps** magazines, **Bookpage** magazine – try local bookshops.

NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 8

Objectives

To use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion.

Activities

Class

- Introduce the idea of using quotations regularly as part of a reading journal giving page and line references, and of compiling a glossary of new vocabulary in the back of the journal.
- Model the noting of significant quotes by looking at short, familiar extracts from the current class novel and highlighting these on an OHT or photocopy.

Group

- Swap, read and discuss reading journals.
- Collect significant quotes from current personal reading or the class novel. Explain why they have been chosen.
- Start a glossary of new vocabulary using dictionaries.

Who said ... ?

Is this a dagger that I see before me?
Fee, Fi, Fo Fum ...
Oh No! I can't stand this!
What this bicycle needs ...

Plenary

- Invite quotation contributions, discuss ways of presenting this for the classroom display.

Relevant published materials/resources

Dictionary of Quotations (Collins).

NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 10

Objectives

To write a brief synopsis of a text, e.g. for a back cover blurb.

Activities

Class

- Collect blurbs from different editions of the same novel. Photocopy or produce these on an OHT. Compare and evaluate, e.g. which gives the most accurate impression of the book?
- What makes you want to read it? Will the different blurbs attract the same kind of readers? Do the blurbs match the style of the book covers?
- Draw attention to promotional language, e.g. *a nail biting adventure*, and ways of whetting the reader's appetite.

Group

- Write brief eye-catching blurbs for the Class Top 10 Books. Limit these, e.g. to three sentences or 50 words. Display the books. Write the blurbs on stand-up cards to display with each book, or display them as a poster.
- Design a cover, poster and blurb to promote an imaginary new novel. Choose a favourite genre and invent a suitable title.
- Edit a blurb or book review so that it conveys the main points in fewer words. What can you leave out?
- Write telegrams. See **Reading Alive**. A refinement of this is to write an acronym review, using the title of the book.
- Match blurbs to covers or opening paragraphs.

TELEGRAM

HAVE JUST READ GREAT BOOK STOP SUGGEST YOU READ IT

IMMEDIATELY STOP MUST GO STOP SEQUEL TO READ STOP

Plenary

- Read some blurbs aloud and ask the class to guess the title of the book.

Relevant published materials/resources

Reading Alive and **Library Alive**, Gwen Gawith (A & C Black). **Books for Keeps** magazine. **A Book of One's Own,** Paul Johnson (Hodder and Stoughton) - variety of formats for stand-up displays, etc. **Literacy Through the Book Arts,** Paul Johnson (Hodder and Stoughton).

NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 13

Objectives

To write a sequence of poems linked by theme or form, e.g. a haiku calendar.

Activities

Group

- Each week at least one group session could be devoted to children writing a sequence of poems. These could all be in the same form, e.g. a set of limericks, or on the same theme but a series of poems in different forms, e.g.

a haiku,
a limerick,
a question poem,
free verse,
a list poem,
a shape poem

all about the story of Midas and his passion for gold, or Pandora's box.

- Draft versions should be responded to by peers and the teacher to assist in the revising process.
- Completed poems should be collated and ideally placed in each child's individual collection.
- Each child should rehearse and read aloud two selected poems.

Relevant published materials/resources

NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 15

Objectives

To secure understanding of the features of explanatory texts from Y5 T2.

Activities

Class

- In a Shared Reading session using a Big Book or multiple copies of texts, draw the children's attention to, and discuss the language and grammatical features that contribute to, the impersonal style of writing, e.g. *rarely uses the first person, generic groups rather than individual, technical language, passive sentences.*
- Develop a list of guidelines for writing an explanatory text based on these language and grammatical features.

Group

- Give the children three or four examples of explanatory writing and ask them to analyse those which follow the guidelines and those which do not. Which are the most and least successful?

Plenary

- Ask the children to explain and justify their conclusions.

Relevant published materials/resources

Natural Disasters, Magic Bean In-Fact (Heinemann).

NLS Activity Resource Sheet

Year	6
Term	3
Strand	T 17,18

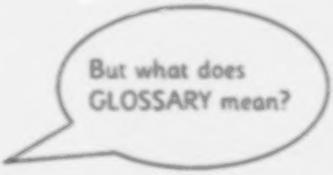
Objectives

To appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value. To secure the skills of skimming, scanning and efficient reading so that research is fast and effective.

Activities

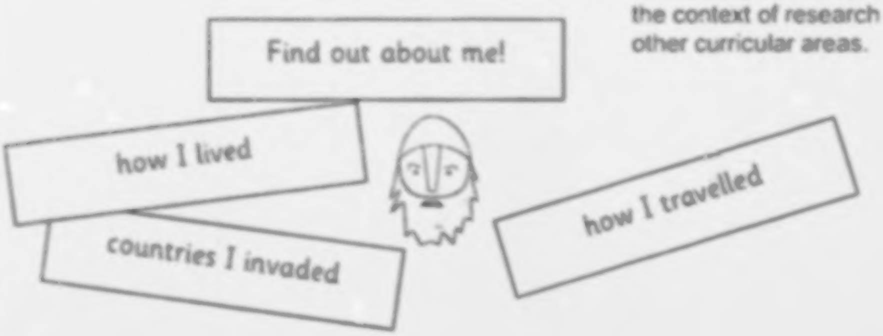
Class

- Using an OHT, model the process of identifying key ideas and words in a text by highlighting or underlining.
- Model note-taking techniques, e.g. recording connected ideas and facts under headings, re-presenting information in diagrammatical, chart or table format, interpreting diagrams, illustrations, etc. in a written format.
- Model the summarising of paragraphs, complex sentences and sequential or ordered points.
- Demonstrate how to work out the meaning of unknown words and terms by referring to surrounding text, same terms in other parts of the text or by using glossaries and dictionaries.


But what does GLOSSARY mean?

Group

- Develop the above skills within the context of research work in other curricular areas.



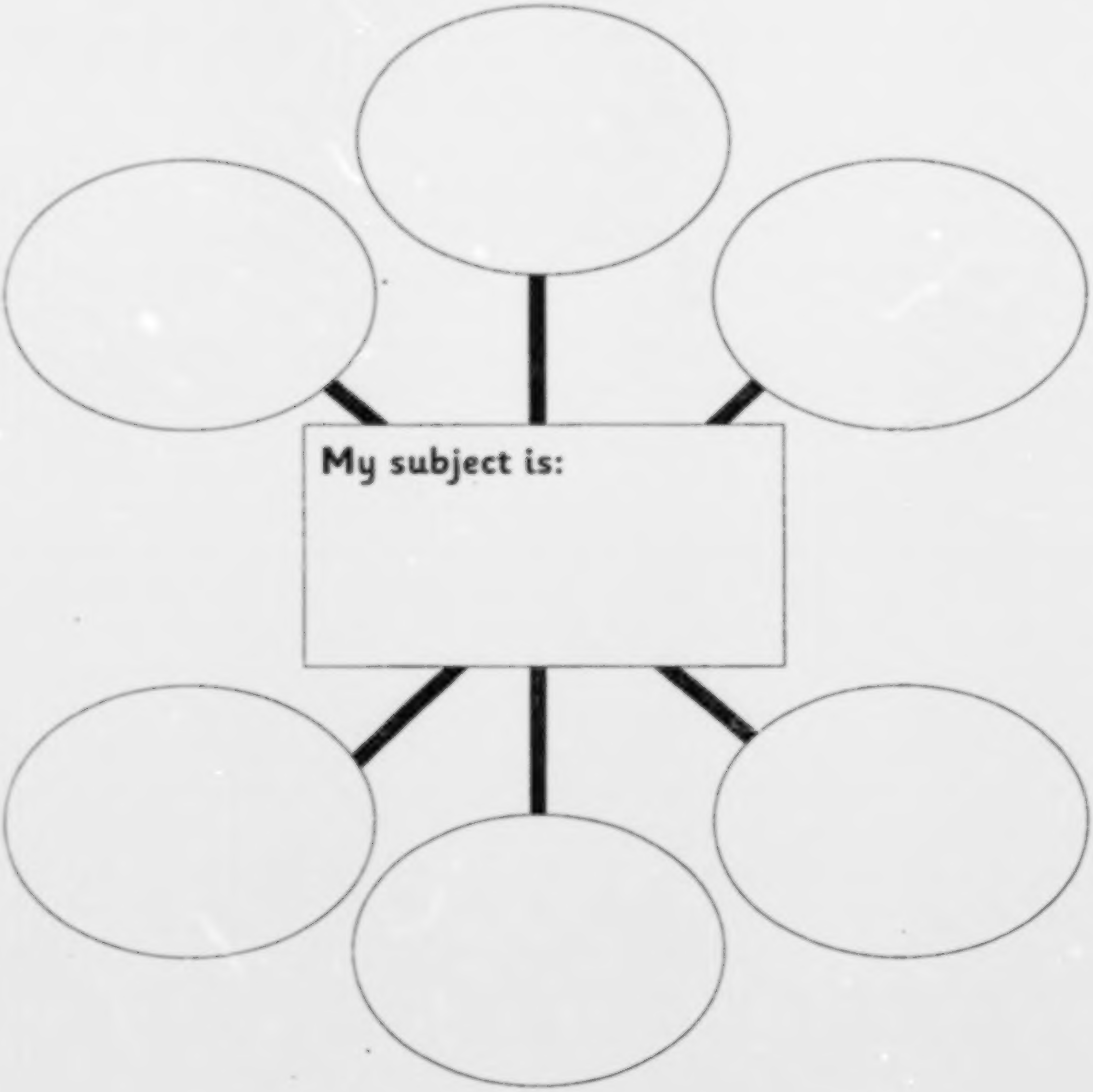
Relevant published materials/resources

Note-making posters in the Longman Book Project materials (Longman).

Name:
Date:

Explanations

Write your subject in the box. Think of six things that would explain your subject to somebody who knew nothing about it. Write them in the speech bubbles.



Write a full explanation of your subject, including the ideas in the circles.
Discuss your first draft with a partner.
Think about how you are going to present your work.

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The National Literacy Strategy – Framework for teaching YR to Y6

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Section 1: Introduction

Section 2: Termly Objectives

Section 3: Appendices

- ■ High Frequency words for word recognition YR to Y2
- ☐ Medium frequency words to be taught through Years 4 and 5
- ☐ Summary of the specific phonics and spelling work to be covered in Years R to 2
- ☐ Summary of the range of work for each term
- ☐ Technical Vocabulary List
- ☐ Glossary

High Frequency words for word recognition YR to Y2

Introduction

The words below are essential high frequency words which pupils will need, even to tackle very simple texts. These words usually play an important part in holding together the general coherence of texts and early familiarity with them will help pupils get pace and accuracy into their reading at an early stage. Some of these words have irregular or difficult spellings and, because they often play an important grammatical part, they are hard to predict from the surrounding text.

Teachers should teach pupils to recognise the words in context when reading, particularly during shared text work with the whole class, but the words will also need to be reinforced through other practice and exploration activities so that they can be easily read out of context as well. Through this, pupils will have a number of key reference points to hold together the structure of new or unfamiliar texts.

The list is in two sections with 45 words to be achieved by the end of YR and approximately 150 words to be learned between Years 1 and 2. These lists should be used as an aide-memoire to help teachers check that the work has been covered and to ensure that all are adequately reinforced. By the end of Y2, pupils should be able to read all these words easily, in and out of context.

Reception year

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		

Related Items

- NLNS - Guidance on Teaching Able Children
- The National Literacy Strategy – Framework for teaching: Additional guidance
- Guidance on the organisation of the National Literacy Strategy in Reception classes
- Framework for teaching English: Years 7, 8 and 9
- Literacy Framework

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Year 1 to 2

about
after
again
an
another
as
back
ball
be
because
bed
been
boy
brother
but
by
call(ed)
came
can't
could
did
do
don't
dig
door
down
first
from
girl
good
got
had
half
has
have
help
her
here
him
his
home
house
how
if
jump
just
last
laugh
little
live(d)
love
made
make
man
many
may
more
much
must
name
new
next
night
not
now
off
old
once
one
or
our
out
over
people
push
pull
put
ran
saw
school
seen
should
sister
so
some
take
than
that
their
them
then
there
these
three
time
too
took
tree
two
us
very
want
water
way
were
what
when
where
who
will
with
would
your

Plus

- days of the week
- months of the year
- numbers to twenty
- common colour words
- pupil's name and address
- name and address of school

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Medium frequency words to be taught through Years 4 and 5

Overview

Teachers should expect many Y4 pupils to have little or no difficulty reading most of the words below. However, there may be difficulties in being able to spell them accurately. Many of these words do not follow a regular pattern and others are easily confused. The list is intended as a check for spelling. It is not intended that teachers should go slavishly through the lists, teaching by drilling, though there is an important place for practice, reinforcement and testing. There are many ways in which these words can be investigated and learned eg through grouping them by meanings, common spelling patterns, sound patterns, locating them in dictionaries and other texts, creating mnemonics, inventing and playing word games, proof-reading and checking them in independent writing. The words are grouped for ease of teaching. A complete list is provided below should teachers wish to re-group them to suit the needs of their classes.

Year 4

Term 1:

ask(ed), began, being, brought, can't, change, coming, didn't, does, don't, found, goes, gone, heard, I'm, jumped, knew, know, leave, might, opened, show, started, stopped, think, thought, told, tries, turn(ed), used, walk(ed)(ing), watch, write, woke(n).

Term 2:

almost, always, any, before, better, during, every, first, half, morning, much, never, number, often, only, second, sometimes, still, suddenly, today, until, upon, while, year, young.

Term 3:

above, across, along, also, around, below, between, both, different, following, high, inside, near, other, outside, place, right, round, such, through, together, under, where, without.

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Related Items

NLNS - Guidance on Teaching Able Children

The National Literacy Strategy – Framework for teaching: Additional guidance

Guidance on the organisation of the National Literacy Strategy in Reception classes

Framework for teaching English: Years 7, 8 and 9

Literacy Framework

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Year 5

Term 1:

baby, balloon, birthday, brother, children, clothes, garden, great, happy, head, heard, something, sure, swimming, those, word, work, world.

Term 2:

earth, eyes, father, friends, important, lady, light, money, mother, own, paper, sister, small, sound, white, whole, why, window.

Term 3:

Use this term to check up on spelling knowledge from previous terms.

go to top

Complete list

above
across
almost
along
also
always
animal
any
around
asked
baby
balloon
before
began
being
below
better
between
birthday
both
brother
brought
can't
change
children
clothes
coming
didn't
different
does
don't
during
earth
every
eyes
father
first
follow(ing)
found
friends
garden
goes
gone
great
half
happy
head
heard
high
I'm
important
inside
jumped
knew
know
lady
leave
light
might
money
morning
mother
much
near
never
number
often
only
opened
other
outside
own
paper
place
right
round
second
show
sister
small
something
sometimes
sound
started
still
stopped
such
suddenly
sure
swimming
think
those
thought
through
today
together
told
tries
turn(ed)
under
until
upon
used
walk(ed)(ing)
watch
where
while
white
whole
why
window
without
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Summary of the specific phonics and spelling work to be covered in Years R to 2

Overview

Reception year

To recognise all initial consonant and short vowel sounds (a-z, ch, sh, th) in speech and in writing; to identify and write correct initial letters in response to the letter sound, word, object or picture.

To recognise and name each letter of the alphabet and to be aware of alphabetical order through rhymes, songs.

Discriminate, write and read final sounds in simple words.

go to top

Year 1

Term 1

Practise and reinforce work from YR

Discriminate, write and read middle (short vowel) sounds in simple words:
'a' (fat), 'e' (wet), 'i' (pig),
'o' (pot), 'u' (mug).

Term 2

Practise and reinforce work from Y1 Term 1

Read and spell words ending in ck, ff, ll, ss, ng

Discriminate, blend and spell initial consonant clusters:

bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spl, spr, squ, st, str, sw, tr, tw, thr, shr and common end clusters: ld, nd, lk, nk, sk, lp, mp, sp, ct, ft, lt, nt, pt, st, xt, lf, nch, lth

Term 3

Related Items

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- The National Literacy Strategy – Framework for teaching: Additional guidance
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- Framework for teaching English: Years 7, 8 and 9
- Literacy Framework

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Practise and reinforce work from Y1 Term 2

Discriminate, spell and read the common spelling patterns for the long vowel phonemes: 'ee', 'ai', 'ie', 'oa', 'oo':

- ee: 'ee' (feet), 'ea' (seat)
- ai: 'ai' (train), 'a-e' (name), 'ay' (play)
- ie: 'ie' (lie), 'i-e' (bite), 'igh' (high), 'y' (fly)
- oa: 'oa' (boat), 'o-e' (pole), 'ow' (show)
- oo: 'oo' (moon), 'u-e' (tune), 'ew' (flew), 'ue' (blue)

go to top

Year 2

Term 1

Practise and reinforce long vowel work from Y1 Term 3 above

Discriminate, spell and read the common spelling patterns for the vowel phonemes: 'oo' (short) 'ar' 'oy' 'ow':

- oo (short): 'u' (pull), 'oo' (good)
- ar: 'ar' (car)
- oy: 'oi' (boil), 'oy' (toy)
- ow: 'ow' (cow), 'ou' (sound)

Term 2

Practise and reinforce work from Y2 Term 1.

Discriminate, spell and read the common spelling patterns for the vowel phonemes: 'air', 'or', 'er'

- air: 'air' (fair), 'are' (scare), 'ere' (there), 'ear' (bear, wear)
- or: 'or' (sport), 'oor' (floor), 'aw' (claw), 'au' (caught), 'ore' (more, store)
- er: 'er' (her, were), 'ir' (bird), 'ur' (fur)

Term 3

Practise and reinforce work from previous terms.

Discriminate, spell and read the common spelling patterns for the vowel phonemes: 'ear', 'ea'

- ear: eg *fear, hear*
- ea: (bread, head)

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Summary of the range of work for each term

Year R

	EACH TERM
Fiction and poetry	A wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language
Non-fiction	Simple non-fiction texts, including recounts

go to top

Year 1

	TERM 1	TERM 2	TERM 3
Fiction and poetry	stories with familiar settings stories and rhymes with predictable and repetitive patterns	traditional stories and rhymes fairy stories stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes plays	stories about fantasy worlds poems with patterned and predictable structures a variety of poems on similar themes
Non-fiction	signs, labels, captions,	information texts, including non-	information texts including recounts of

Related Items

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The National Literacy Strategy – Framework for teaching: Additional guidance

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Framework for teaching English: Years 7, 8 and 9

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	lists, instructions	chronological reports simple dictionaries	observations, visits, events

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Year 2

Fiction and poetry

	TERM 1	TERM 2	TERM 3
stories and a variety of poems with familiar settings	traditional stories; stories and poems from other cultures stories and poems with predictable and patterned language poems by significant children's poets	extended stories stories by significant children's authors; different stories by the same author; texts with language play, eg riddles, tongue-twisters, humorous verse and stories	
Non-fiction	instructions	dictionaries, glossaries, indexes and other alphabetically ordered texts explanations	information texts including non-chronological reports

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Year 3

	TERM 1	TERM 2	TERM 3
Fiction and poetry	stories with familiar settings plays poems based on observation and the senses shape poems	myths, legends, fables, parables traditional stories, stories with related themes oral and performance poetry from different	adventure and mystery stories stories by the same author humorous poetry and poetry that plays with language, word puzzles, puns, riddles

		cultures	
Non-fiction	information texts on topics of interest non-chronological reports thesauruses, dictionaries	instructions dictionaries without illustrations, thesauruses	letters written for a range of purposes: to recount, explain, enquire, congratulate, complain alphabetical texts, directories, encyclopaedias, indexes

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Year 4

	TERM 1	TERM 2	TERM 3
Fiction and poetry	historical stories and short novels playscripts poems based on common themes, eg space, school, animals, families, feelings, viewpoints	stories/novels about imagined worlds: sci-fi, fantasy adventures stories in series classic and modern poetry, including poems from different cultures and times	stories/short novels, etc that raise issues, eg bullying, bereavement, injustice stories by same author stories from other cultures range of poetry in different forms, eg haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse
Non-fiction	a range of text-types from reports and articles in newspapers and magazines instructions	information texts on same or similar themes explanations	persuasive writing: adverts, circulars, flyers discussion texts: debates, editorials information texts linked to other curricular areas

go to top

Year 5

	TERM 1	TERM 2	TERM 3
Fiction and poetry	novels, stories and poems by significant children's writers play-scripts concrete poetry	traditional stories, myths, legends, fables from a range of cultures longer classic poetry, including narrative poetry	novels, stories and poems from a variety of cultures and traditions choral and performance poetry
Non-fiction	recounts of events, activities, visits; observational records, news reports instructional texts: rules, recipes, directions, instructions, showing how things are done	non-chronological reports (ie to describe and classify) explanations (processes, systems, operations, etc). Use content from other subjects, eg how the digestive system works, how to find a percentage, the rain cycle	persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain dictionaries, thesauruses, including I.T. sources

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Year 6

	TERM 1	TERM 2	TERM 3
Fiction and poetry	classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play adaptations of classics on	longer established stories and novels selected from more than one genre, eg mystery, humour, sci-fi., historical, fantasy worlds range of poetic forms, eg kennings, limericks,	comparison of work by significant children's author(s) and poets: (a) by same author (b) different authors' treatment of same theme (s)

	film/TV	riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse	
Non-fiction	autobiography and biography, diaries, journals, letters, anecdotes, records of observations etc which recount experiences and events journalistic writing non-chronological reports	discussion texts formal writing: notices, public information documents etc	explanations linked to work from other subjects non-chronological reports linked to work from other subjects use of reference texts, range of dictionaries, thesauruses, including I.T. sources

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The National Literacy Strategy – Framework for teaching YR to Y6

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Section 1: Introduction

Section 2: Termly Objectives

Section 3: Appendices

- ☐ High Frequency words for word recognition YR to Y2
- ☐ Medium frequency words to be taught through Years 4 and 5
- ☐ Summary of the specific phonics and spelling work to be covered in Years R to 2
- ☐ Summary of the range of work for each term
- ☒ Technical Vocabulary List
- ☐ Glossary

Technical Vocabulary List

The main technical terms used in the Framework are listed below according to the year in which they first occur. It provides a useful check list for teachers. Most of these terms should also form part of pupils' developing vocabulary for talking about language. The glossary which follows provides the relevant definitions.

Year R

	Word	Sentence	Text
YR	Alphabet Alphabetical order Grapheme Letter Onset Phoneme Rime Sounds (first, middle, end/final) Word	Capital letter	Beginning Book Cover End Line Page Recount Rhyme Story Title

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Year 1

	Word	Sentence	Text
Y1	Consonant	Full stop	Author

Related Items

NLNS - Guidance on Teaching Able Children

The National Literacy Strategy – Framework for teaching: Additional guidance

Guidance on the organisation of the National Literacy Strategy in Reception classes

Framework for teaching English: Years 7, 8 and 9

Literacy Framework

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	Letter sound: final, initial, medial	Question	Blurb
	Lower case	Question mark	Caption
	Plural	Sentence	Character
	Spelling pattern	Speech marks	Contents
	Upper case		Diagram
	Vowel		Dictionary
			Fiction
			Illustrator
			Index
			Instruction
			Label
			Layout
			Lists
			Non-chronological writing
			Non-fiction
			Play
			Poem
			Predict
			Report
			Setting
			Signs

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Year 2

	Word	Sentence	Text
Y2	Antonym	Bold print	Anthology
	Compound word	Comma	Explanation

	Digraph	Exclamation mark	Fact
	Prefix	Italics	Flow chart
	Syllable	Punctuation	Glossary
	Synonym		Heading
			Key phrase
			Key word
			Nonsense poem
			Notes
			Poet
			Publisher
			Riddle
			Scan
			Setting
			Skim
			Story plot
			Sub-heading
			Theme
			Tongue-twister
			Verse

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Year 3

	Word	Sentence	Text
Y3	Apostrophe	Adjective	Alliteration
	Definition	Bullet points	Audience
	Homonym	Conjunction	Bibliography
	Root word	Formal language	Calligram
	Singular	Grammar	Dialogue

	Suffix	Informal language Noun: collective, common, proper Pronoun: personal, possessive Verb Verb tense 1st, 2nd, 3rd person	Encyclopaedia Fable Legend Myth Onomatopoeia Parables Performance poetry Purpose of writing Sequel Sequence Structure Thesaurus Traditional story

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Year 4

	Word	Sentence	Text
Y4	Diminutive Font Homophone Pun Simile	Adjectives: comparative, superlative Adverb Clause Colon Connective Hyphen Paragraph Phrase Possessive apostrophe	Abbreviate Argument Chorus Cinquain Debate Discursive writing Discussion Editorial Epitaph Fantasy adventure Free verse

		Semi-colon	Haiku
			Jingle
			Monologue
			Narrative
			Opinion
			Persuasive writing
			Playscript
			Rhyming couplet
			Science fiction
			Stanza
			Summary
			Voice

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Year 5

	Word	Sentence	Text
Y5	Acronym	Dialect	Ballad
	Cliché	Imperative verb	Chronological sequence
	Idiom	Preposition	Complication
	Metaphor	Rhetorical question	Concrete poetry
	Slang	Speech: direct, reported	Edit
	Technical vocabulary	Standard English	Extract
		Subject	Imagery
			Novel
			Point of view
			Quotation
			Resolution

			Rhyme: full, half, internal Plan Sonnet Stage direction

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Year 6

	Word	Sentence	Text
Y6	Mnemonic Proverb Word derivation	Asterisk Complex sentence Hypothesis Impersonal language Parentheses: brackets, commas, dashes Voice: active, passive	Anecdote Appendix, appendices Assonance Autobiography Biography Commentary Footnote Journalistic writing Kenning Limerick Narrator Obituary Parody Personification Riddle Synopsis Tanka Viewpoint

Glossary of Terms used in the Framework

This glossary lists and explains terms used in the National Literacy Strategy *Framework for teaching* and associated training materials. It is intended for teachers. Examples have been given where possible. Historical or etymological information has been included where this may be useful. Words which appear in bold print have separate entries in the glossary.

abbreviation

An abbreviation is a shortened version of a word or group of words. For example:

Co. (Company)
approx. (approximately)
PR (public relations)
PTO (Please turn over)

Some common abbreviations are of Latin terms:

etc. (et cetera = and so on)
e.g. (exempli gratia = for example)
N.B. (nota bene = note especially)
i.e. (id est = that is)

Names of organisations are often abbreviated using the initial letters of each word. For example:

the EU (European Union)
the NHS (National Health Service)
IBM (International Business Machines)

Some such abbreviations (for example, *NATO*, *FIFA* and *UNESCO*) are **acronyms**.

Some words are abbreviated so that only a part of the original word is used. Examples are:

phone (telephone)
fridge (refrigerator)
bus (omnibus)
exam (examination).

---

accent

features of pronunciation which vary according to the speaker's regional and social origin. All oral language, including standard English, is spoken with an accent. The term **accent** refers to pronunciation only.

see also **dialect**

---

acronym

An acronym is an **abbreviation** which is made up of the initial letters of a group of words, and is pronounced as a single word. For example:

laser	*(light amplification by the stimulated emission of radiation)*
Aids	*(Acquired immune deficiency syndrome)*
NATO	*(North Atlantic Treaty Organization)*
RAM	*(Random Access Memory)*

Acronyms are to be contrasted with abbreviations in which the separate letters are pronounced:

USA (pronounced as U-S-A)
POW (P-O-W)
EMI (E-M-I)

---

acrostic

a poetic form which is organised by the initial letters of a key word, either at the beginning of lines, or with lines arranged around them:

Whistling wildly

In a

Northern

Direction.

Blowing

rain

r**o**und

and round.

---

active and passive

Many verbs can be active or passive. For example, *bite*:

The dog bit Ben. (active)
Ben was bitten by the dog. (passive)

In the active sentence, the subject *(the dog)* performs the action. In the passive sentence, the subject *(Ben)* is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the dog did; the second is about what happened to Ben.

All passive forms are made up of the verb *be* + past **participle**:

active	*Somebody saw you.* *We must find them.* *I have repaired it.*
passive	*You were seen.* *They must be found.* *It has been repaired.*

In a passive sentence, the 'doer' (or agent) may be identified using *by* ...:

Ben was bitten by the dog.

But very often, in passive sentences, the agent is unknown or insignificant, and therefore not identified:

The computer has been repaired.

Passive forms are common in impersonal, formal styles. For example:

It was agreed that ... (compare *We agreed that* ...).
Application forms may be obtained from the address below.

---

adjective

An adjective is a word that describes somebody or something. *Old*, *white*, *busy*, *careful* and *horrible* are all adjectives. Adjectives either come before a noun, or after verbs such as *be*, *get*, *seem*, *look* (linking verbs):

a busy day	*I'm busy*
nice shoes	*those shoes look nice*

Adjectives (and adverbs) can have comparative and superlative forms. The comparative form is adjective + *-er* (for one-syllable adjectives, and some two-syllable) or *more* + adjective (for adjectives of two or more syllables):

old - older
hot - hotter
easy - easier
dangerous - more dangerous

The corresponding superlative forms are *-est* or *most* ...:

small - smallest
big - biggest
funny - funniest
important - most important

---

adverb

Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence:

I really enjoyed the party.	(adverb + verb)
She's really nice.	(adverb + adjective)
He works really slowly.	(adverb + adverb)
Really, he should do better.	(adverb + sentence)

Many adverbs are formed by adding *-ly* to an adjective, for example *quickly*, *dangerously*, *nicely*, but there are many adverbs which do not end in *-ly*. Note too that some *-ly* words are adjectives, not adverbs (eg *lovely*, *silly*, *friendly*).

In many cases, adverbs tell us:

how (manner)	*slowly*, *happily*, *dangerously*, *carefully*
where (place)	*here*, *there*, *away*, *home*, *outside*

when (time)	*now, yesterday, later, soon*
how often (frequency)	*often, never, regularly*

Other adverbs show

degree of intensity:
very slow(ly)   fairly dangerous(ly)   really good/well

the attitude of the speaker to what he or she is saying:
perhaps   obviously   fortunately

connections in meaning between sentences (see **connective**):
however   furthermore   finally

An **adverbial phrase** is a group of words that functions in the same way as a single adverb. For example: *by car, to school, last week, three times a day, first of all, of course:*

They left yesterday. (adverb)	*She looked at me strangely.* (adverb)
They left a few days ago. (adverbial phrase)	*She looked at me in a strange way.* (adverbial phrase)

Similarly, an **adverbial clause** functions in the same way as an adverb. For example:

It was raining yesterday. (adverb)
It was raining when we went out. (adverbial clause).

---

affix

a **morpheme** which is not in itself a word, but is attached to a word. An affix can be a **prefix** (*intolerant, dislike*) or a **suffix** (*kindness, playing*).

---

agreement (or **concord**)

In some cases the form of a verb changes according to its subject (so the verb and subject 'agree'). This happens with the verb *be:*

I am/he is/they are
I was/you were

and the third person singular (*he/she/it*) of the present tense:

I like/she likes
I don't/he doesn't

Note that singular collective **nouns** (eg *team, family, government*) can take a singular or plural verb form. For example:

The team (= it) is playing well.
The team (= they) are playing well.

There are a few cases where a **determiner** must agree with a noun according to whether it is singular or plural. For example:

this house	*these houses*
much traffic	*many cars*

alliteration

a phrase where adjacent or closely connected words begin with the same phoneme: *one wet wellington; free phone; several silent, slithering snakes.*

ambiguity

a phrase or statement which has more than one possible interpretation. This sometimes arises from unclear grammatical relationships. For example, in the phrase: *'police shot man with knife'*, it is not specified whether the man had the knife or the police used the knife to shoot the man. Both interpretations are possible, although only one is logical. In poetry, ambiguity may extend meanings beyond the literal.

The sentence: *'Walking dogs can be fun'* has two possible interpretations: *'it is fun to take dogs for walks' or 'dogs which go walking are fun'.*

Ambiguity is often a source of humour. Ambiguity may be accidental or deliberate.

analogy

perception of similarity between two things; relating something known to something new; in spelling, using known spellings to spell unknown words: *night-knight-right-sight-light-fright;* in reading, using knowledge of words to attempt previously unseen words.

Emphasis on analogy encourages learners to generalise existing knowledge to new situations.

In their learning of grammar, pupils often apply **affixes** incorrectly by analogy: *goed, comed, mouses.* Analogy may also be used in literature to draw a parallel between two situations, for example using animal behaviour to draw attention to human behaviour.

anecdote

a brief written or spoken account of an amusing incident, often used to illustrate a point.

antonym

a word with a meaning opposite to another: *hot - cold, light - dark, light - heavy.* A word may have more than one word as an antonym: *cold - hot/warm; big - small/tiny/little/titchy.*

apostrophe (')

An apostrophe is a punctuation mark used to indicate either omitted letters or possession.

omitted letters

We use an apostrophe for the omitted letter(s) when a verb is contracted (= shortened). For example:

I'm (I am)

they've (they have)

we're (we are)

would've (would have)

who's (who is/has)

he'd (he had/would)

it's (it is/has)

she'll (she will)

In contracted negative forms, *not* is contracted to *n't* and joined to the verb: *isn't*, *didn't*, *couldn't* etc.

In formal written style, it is more usual to use the full form.

There are a few other cases where an apostrophe is used to indicate letters that are in some sense 'omitted' in words other than verbs, eg *let's* (= *let us*), *o'clock* (= *of the clock*).

Note the difference between *its* (= 'belonging to it') and *it's* (= 'it is' or 'it has'):

> *The company is to close one of its factories.* (no apostrophe)
> *The factory employs 800 people. It's (= it is) the largest factory in the town.* (apostrophe necessary)

possession

We use an apostrophe + *s* for the possessive form :

> *my mother's car*
> *Joe and Fiona's house*
> *the cat's tail*
> *James's ambition*
> *a week's holiday*

With a plural 'possessor' already ending in *s* (eg *parents*), an apostrophe is added to the end of the word:

> *my parents' car*
> *the girls' toilets*

But irregular plurals (eg *men, children*) take an apostrophe + *s*:

> *children's clothes*

The regular plural form (-*s*) is often confused with possessive -*'s*:

> *I bought some apples.* (not *apple's*)

Note that the possessive words *yours*, *his*, *hers*, *ours*, *theirs*, and *its* are not written with an apostrophe.

---

appendix

a section added to a document which offers non-essential or illustrative information.

---

article

A, *an* and *the* are articles. *A* (*an* before a vowel sound) is the indefinite article; *the* is the definite article. Articles are a type of **determiner**.

---

ascender

In written or typed script, many letters have the same height: *a, c, e, m, n, o, r, s, u, v, w, x, z,* (although in some scripts, z has a **descender**). Some letters have parts which extend beyond this: *b, d, f, h, k, l, t*: These parts are called **ascenders**.

---

assonance

repetition of vowel sounds: *crying time; hop-scotch; great flakes; between trees; the kind knight rides by.*

---

asterisk (*)

An asterisk is a symbol used to refer the reader to footnotes below the text. It can also be used to replace letters in taboo words.

---

audience

the people addressed by a text. The term refers to listeners, readers of books, film/TV audiences and users of information technology.

---

autobiography

a life story of an individual written by that person. Generally written in the **first person**.

---

auxiliary verbs

These are verbs that are used together with other verbs. For example:

we are going
Lucy has arrived
can you play

In these sentences, *going*, *arrived* and *play* are the main verbs. *Are*, *has* and *can* are auxiliary verbs, and add extra meaning to the main verb.

The most common auxiliary verbs are *be*, *have* and *do* (all of which can also be main verbs).

Be is used in continuous forms (*be* + *-ing*) and in passive forms:
We are going away. Was the car damaged?

Have is used in perfect verb forms:
Lucy has arrived. I haven't finished.

Do is used to make questions and negatives in the simple present and past tenses:
Do you know the answer? I didn't see anybody.

More than one auxiliary verb can be used together. For example:

I have been waiting for ages. (*have* and *been* are auxiliary verbs)

The remaining auxiliary verbs are **modal verbs**, eg *can, will.*

---

ballad

a poem or song which tells a story. Characterised by short, regular verses with a rhyme scheme.

---

bibliography

a list of texts provided for readers. The list may contain:

a. texts consulted by a writer;

b. texts written on a particular subject;

c. texts written by a particular author.

---

biography

a life-story of an individual written by another author. Generally written in the **third person**.

---

blank verse

poetry written with rhythm and metre, but without rhyme. Especially linked with iambic pentameter (ten syllable line with unstressed/stressed syllable pattern) as in the work of Shakespeare.

---

blend

the process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, *st, str, nt, pl, nd.*

---

blurb

information about a book, designed to attract readers, usually printed on the back or inside flap of book jacket. Informs the prospective reader about genre, setting, etc

---

calligram

a poem in which the calligraphy, the formation of the letters or the font selected, represents an aspect of the poem's subject, as in: thin, ancient, growth. A poem about fear might be written in shaky letters to represent trembling.

character

an individual in a story, play or poem whose personality can be inferred from their actions and dialogue. Writers may also use physical description of the individual to give readers clues about a character.

chronological writing

writing organised in terms of sequences of events.

cinquain

a poem with a standard syllable pattern, like a haiku, invented by Adelaide Crapsey, an American poet. Five lines and a total of 22 syllables in the sequence: 2, 4, 6, 8, 2.

clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*).

Note how a clause differs from a **phrase**:

a big dog	(a phrase - this refers to 'a big dog' but doesn't say what the dog did or what happened to it)
a big dog chased me	(a clause - the dog did something)

A sentence is made up of one or more clauses:

It was raining.	(one clause)
It was raining and we were cold.	(two main clauses joined by *and*)
It was raining when we went out.	(main clause containing a subordinate clause - the subordinate clause is underlined)

A main clause is complete on its own and can form a complete sentence (eg *It was raining.*). A subordinate clause (*when we went out*) is part of the main clause and cannot exist on its own. In the following examples, the subordinate clauses are underlined:

You'll hurt yourself if you're not careful.
Although it was cold, the weather was pleasant enough.
Where are the biscuits (that) I bought this morning?
John, who was very angry, began shouting.
What you said was not true.

Although most clauses require a subject and verb, some subordinate clauses do not. In many such cases, the verb *be* can be understood. For example:

The weather, although rather cold, was pleasant enough.
(= although it was rather cold)
When in Rome, do as the Romans do.
(= when you are in Rome)
Glad to be home, George sat down in his favourite armchair.
(= he was glad to be home)

see also **adverbial clause**, **noun clause**, **participle**, **phrase**, **relative clause**, **sentence**

---

clerihew

a four line comic verse with two rhyming couplets. Lines may be of any length. The first line is the name of the person about whom the rhyme is written:

Jeremiah Smith
Is boring to be with
The company he doth keep
Will send a person to sleep

Named after its inventor E. Clerihew Bentley who died in 1956.

---

cliché

an over-used phrase or opinion: *sick as a parrot; her eyes shone like stars; too many cooks spoil the broth.* May be **idiomatic**.

---

cloze

an exercise in which certain words are deleted from a text and a gap left. The learner's task is to supply the missing words. The teacher chooses which words to omit, depending on the learning task. Words can be deleted in a specific way, eg adjectives, conjunctions, or randomly (every nth word). Cloze procedure can be used to measure readability.

---

coherence and cohesion

An effective text needs to be coherent and cohesive.

The term **coherence** refers to the underlying logic and consistency of a text. The ideas expressed should be relevant to one another so that the reader can follow the meaning.

The term **cohesion** refers to the grammatical features in a text which enable the parts to fit together.

One way of creating cohesion is the use of **connectives**:

> *I sat down and turned on the television. Just then, I heard a strange noise.*

The phrase *'just then'* relates these events in time.

Cohesion is also achieved by the use of words (such as **pronouns**) that refer back to other parts of the text. In these examples, such words are underlined:

> *There was a man waiting at the door. I had never seen him before.*
> *We haven't got a car. We used to have one, but we sold it.*
> *I wonder whether Sarah will pass her driving test. I hope she does.* (= I hope Sarah passes her driving test)

---

colloquial

belonging to conversation/language used in familiar, informal contexts. Contrasted with formal or literary language.

---

colon (:)

A colon is a punctuation mark used to introduce a list or a following example (as in this glossary). It may also be used before a second clause that expands or illustrates the first:

> *He was very cold: the temperature was below zero.*

---

comma (,)

A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.

In particular we use commas:

> to separate items in a list (but not usually before *and*):
> *My favourite sports are football, tennis, swimming and gymnastics.*
> *I got home, had a bath and went to bed.*
>
> to mark off extra information:
> *Jill, my boss, is 28 years old.*
>
> after a subordinate **clause** which begins a sentence:
> *Although it was cold, we didn't wear our coats.*
>
> with many connecting **adverbs** (eg *however, on the other hand, anyway, for example*):
> *Anyway, in the end I decided not to go.*

---

commentary

a set of notes which explain, or give further detail or information on a text. For example, a commentary may explain imagery in a poem or section of prose; alternatively, it may draw viewers' attention to particular aspects of a piece of film. The purpose of a commentary is to deepen **comprehension**.

complement

In the sentences *Lisa is a fast runner* or *Lisa is very fit*, *'Lisa'* is the **subject** and *'is'* is the **verb**. Neither sentence has an **object**. The rest of the sentence (*a fast runner/very fit)* is called a complement. A complement usually tells you something about the subject of the sentence (especially after the verb *be* but also after other linking verbs such as *seem, look, get, become*). In the examples the complement is underlined:

These apples are delicious.   *Why did you become a teacher?*

You don't look very well.   *This is John. He's a friend of mine.*

A complement can also refer to the object of a sentence. For example:

I found the book very interesting. (*very interesting* refers to *the book*, which is the object of *found*)

compound word

a word made up of two other words: *football, headrest, broomstick.*

comprehension

the level of understanding of a text.

literal

the reader has access to the surface details of the text, and can recall details which have been directly related.

inferential

the reader can read meanings which are not directly explained. For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc and from characters' behaviour and dialogue.

evaluative

the reader can offer an opinion on the effectiveness of the text for its purpose.

concrete poem

a poem in which the layout of the words represents an aspect of the subject. In some cases, these poems are presented as sculptures. Concrete poems blur the distinction between visual and linguistic art, as do other shape poems.

conditional

A conditional sentence is one in which one thing depends upon another. Conditional sentences often contain the **conjunction** *if*:

I'll help you if I can.
If the weather's bad, we might not go out.

Other conjunctions used in conditionals are *unless, providing, provided* and *as long as.*

A conditional sentence can refer to an imaginary situation. For example:

I would help you if I could. (but in fact I can't)
What would you do if you were in my position?
If the weather had been better, we could have gone to the beach.

The term 'conditional' is sometimes used to refer to the form *would* + verb: *would go, would help* etc.

see also **auxiliary verb**

conjunction

A word used to link **clauses** within a sentence. For example, in the following sentences, *but* and *if* are conjunctions:

It was raining but it wasn't cold.
We won't go out if the weather's bad.

There are two kinds of conjunction:

a. Co-ordinating conjunctions (*and, but, or* and *so*). These join (and are placed between) two clauses of equal weight.

Do you want to go now or shall we wait a bit longer?

And, but and *or* are also used to join words or phrases within a clause.

b. Subordinating conjunctions (eg *when, while, before, after, since, until, if, because, although, that*). These go at the beginning of a subordinate **clause**:

We were hungry because we hadn't eaten all day.
Although we'd had plenty to eat, we were still hungry.
We were hungry when we got home.

see also **clause, connective**

connective

A connective is a word or phrase that links clauses or sentences. Connectives can be **conjunctions** (eg *but, when, because*) or connecting adverbs (eg *however, then, therefore*).

Connecting adverbs (and adverbial phrases and clauses) maintain the **cohesion** of a text in several basic ways, including:

addition	*also, furthermore, moreover*
opposition	*however, nevertheless, on the other hand*
reinforcing	*besides, anyway, after all*
explaining	*for example, in other words, that is to say*
listing	*first(ly), first of all, finally*

indicating result	*therefore, consequently, as a result*
indicating time	*just then, meanwhile, later*

Commas are often used to mark off connecting adverbs or adverbial phrases or clauses:

First of all, I want to say …
I didn't think much of the film. Helen, on the other hand, enjoyed it.

Connecting adverbs and conjunctions function differently. Conjunctions (like *but* and *although*) join clauses within a sentence. Connecting adverbs (like *however*) connect ideas but the clauses remain separate sentences:

I was angry but I didn't say anything. (*but* is a conjunction - one sentence)
Although I was angry, I didn't say anything. (*although* is a conjunction - one sentence)
I was angry. However, I didn't say anything. (*however* is an adverb - two sentences)

---

consonant

A consonant is a speech sound which obstructs the flow of air through the vocal tract; for example, the flow of air is obstructed by the lips in *p* and by the tongue in *l*. The term also refers to those letters of the alphabet whose typical value is to represent such sounds, namely all except *a,e,i,o,u*. The letter *y* can represent a consonant sound (*yes*) or a vowel sound (*happy*).

---

contraction

see **apostrophe**

---

correspondence

matching of two separate types of information: for example, letters or letter strings with the phonemes they represent; matching one written with one spoken word.

---

couplet

two consecutive lines of poetry which are paired in length or rhyme.

---

cue

a source of information. In reading, children may use contextual, grammatical, graphic and phonological cues to work out unfamiliar words. Fluent readers orchestrate different cues and cross-check.

---

dash (–)

A dash is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes). Dashes may be used to replace other punctuation marks (**colons**, **semi-colons**, **commas**) or brackets:

It was a great day out – everybody enjoyed it.

---

declarative

see **sentence**.

---

decode

literally, this means to convert a message written/spoken in code into language which is easily understood. In reading, this refers to children's ability to read words - to translate the visual code of the letters into a word.

---

derivation

tracing the origin of a word or saying.

---

descender

In written or typed script, many letters have the same height: *a, c, e, m, n, o, r, s, u, v, w, x, z*. Some letters have parts which extend below this: *g, j, p, q, y*. These parts are called descenders. In some fonts, *f* and *z* have descenders.

---

determiner

Determiners include many of the most frequent English words, eg *the, a, my, this*. Determiners are used with nouns (*this book, my best friend, a new car*) and they limit (ie determine) the reference of the noun in some way.

Determiners include:

articles	*a/an, the*
demonstratives	*this/that, these/those*
possessives	*my/your/his/her/its/our/their*
quantifiers	*some, any, no, many, much, few, little, both, all, either, neither, each, every, enough*
numbers	*three, fifty, three thousand* etc
some question words	*which* (*which car?*), *what* (*what size?*), *whose* (*whose coat?*)

When these words are used as determiners, they are followed by a noun (though not necessarily immediately):

this book is yours
some new houses
which colour do you prefer?

Many determiners can also be used as **pronouns.** These include the demonstratives, question words, numbers and most of the quantifiers. When used as pronouns, these words are not followed by a noun - their reference includes the noun:

this is yours (= this book, this money, etc)
I've got some
which do you prefer?

dialect

A dialect is a variety of a language used in a particular area and which is distinguished by certain features of grammar or vocabulary. Examples of such features in some English dialects are:

non-standard subject + verb patterns, eg *I knows, you was, he like*
past tense forms, eg *I done, I seen*
various individual words and expressions, eg *owt/nowt* for *anything/nothing*

see also **double negative, standard English**

dialogue

a conversation between two parties. May be spoken or written.

digraph

two letters representing one phoneme: *bath; train; ch/ur/ch*.

diminutive

a term which implies smallness. This may reflect actual physical lack of stature; alternatively, it may be used as a term of endearment. The word may be a recognised word, eg Tiny Tim, Little Dorrit, or may be created by the addition of a suffix to a name or noun: *lambkin, starlet, kitchenette*.

direct speech and indirect speech

There are two ways of reporting what somebody says, direct speech and indirect speech.

In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('...' or "..." — also called inverted commas or quotes) mark the beginning and end of direct speech:

Helen said, 'I'm going home'.
'What do you want?' I asked.

In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker. Typically we change pronouns and verb tenses, and speech marks are not used:

Helen said (that) she was going home.
I asked them what they wanted.

---

discrimination

Discrimination is the ability to perceive the difference between two things, for example **phonemes**. Some pairs of sounds are more difficult for children to discriminate between, for example *k/g, t/d,* and *p/b.*

---

discussion text

a text (written or spoken) which presents all sides of an issue. A discussion text typically begins by outlining the issues before making points for and against. These points are backed up with evidence. It often concludes by stating an opinion in favour of one particular side, or by asking the reader/listener to decide. An example of a discussion text would be presenting arguments for and against school uniform, or for and against a new runway at Manchester Airport.

---

double negative

In non-standard English, a double negative may be used. For example:

We didn't see nobody.
I never took nothing.

Such double negatives are not acceptable in **standard English.** The equivalent standard forms would be:

We didn't see anybody.
I didn't take anything.

---

draft

preliminary written form of document; a **text** may develop through a number of drafts before reaching final draft stage, at which time it may be published. The process of working on a document at the composition stage is called drafting.

---

edit

to modify written work, either own or another's, in preparation for publication. This process takes place after **drafting** (composition), **revising** (major restructuring) and before **proof-reading** (a final check for typographical, spelling errors, etc). It involves checking of facts, minor improvements to style at sentence level, and checking for **accuracy** and **agreement**.

---

elegy

a **poem** or song which is a lament, perhaps for someone or something which has died.

---

ellipsis

Ellipsis is the omission of words in order to avoid repetition. For example:

> *I don't think it will rain but it might.* (= it might rain)
> *'Where were you born?' 'Bradford.'* (= I was born in Bradford)

An ellipsis is also the term used for three dots *(...)* which show that something has been omitted or is incomplete.

---

empathy

identifying with another: a character in a story, or an historical figure; the ability to see situations from the other's point of view. Literally 'feeling with' or 'feeling in'.

---

epic

a poem or story relating the adventures of a heroic or legendary figure, often related to national identity, as Odysseus or Arthur.

---

epitaph

engraved wording on a tombstone. May be selected by the deceased or his/her family. Some will choose extracts from the Bible or from literature; others will compose their own epitaph.

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etymology

the study of the origin and history of words.

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eulogy

writing or speech, the purpose of which is praise of a named person or thing. In America, this refers specifically to funeral oration.

---

exclamation

An exclamation is an utterance expressing emotion (joy, wonder, anger, surprise, etc) and is usually followed in writing by an **exclamation mark (!)**. Exclamations can be **interjections**:

> *Oh dear!*

Good grief!
Ow!

Some exclamations begin with *what* or *how:*

What a beautiful day!
How stupid (he is)!
What a quiet little girl.

Exclamations like these are a special type of **sentence** ('exclamative') and may have no verb.

see also **interjection, sentence**

exclamation mark (!)

An exclamation mark is used at the end of a **sentence** (which may be exclamative, imperative or declarative) or an **interjection** to indicate strong emotion:

What a pity!
Get out!
It's a goal!
Oh dear!

See also **exclamation, sentence**

exclamative

see **sentence**

explanation text

Explanation text is written to explain how or why something happens, eg how river valleys are formed or why the Romans built roads. Typically such text consists of a description of the phenomenon and an explanatory sequence. The writer will normally need to use **connectives** expressing cause and effect (eg *so, therefore, as a result*) and time (eg *later, meanwhile*).

The **passive** often occurs in writing of this kind. For example:

Roman roads are considered to be a miracle of engineering.

fable

a short story which is devised and written to convey a useful moral lesson. Animals are often used as characters, as in Aesop's Fables.

See **parable**

fact

accepted, observable or demonstrable truth. What is accepted as truth may change over time, in the light of new evidence. Facts must be supported by evidence; if evidence is not available, they can only be given the status of opinion.

Fiction texts often make use of factual information, as in the case of historical fiction, or fiction which includes information about science or art, etc. In these texts, it is important that writers research the appropriate subject.

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fairy tale

a story written for, or told to, children which includes elements of magic and magical folk, such as fairies, elves, goblins.

---

fiction

text which is invented by a writer or speaker. Characters, settings and events are created by the originator. In some cases, one of these elements may be factual: for example, the setting may be a named city or area; the text may be based on an historical event.

---

figurative language

use of metaphor or simile to create a particular impression or mood. A writer may develop an idea of a character's military approach to life by using phrases and words which are linked with the army, such as *he was something of a loose cannon* **(metaphor)**; *he rifled through the papers; his arm shot out; he marched into the room; he paraded his knowledge.* To link a character with a bird, she/he may use: *he flew down the stairs; they twittered to each other; he perched on his chair; his feathers were definitely ruffled.*

---

flow chart

a diagrammatic representation of either:

a. events in a story;

b. a process; or

c. an activity.

A flow chart illustrates sequences of events and explores possible consequences of decisions.

---

footnote

additional information which is printed at the bottom of the page rather than in the main body of the text.

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format

the way in which a text is arranged or presented, for example as a book, leaflet, essay, video, audiotape. May also relate to the structure of the text, for example, the use of headings and sub-headings, diagrams/photographs with captions.

free verse

poetry which is not constrained by patterns of rhyme or rhythm.

generic structure

the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose.

See **discussion text**, **explanation text**, **instruction text**, **narrative text**, **recount text**, **report text**

genre

this term refers to different types of writing, each with its own specific characteristics which relate to origin (legend/folk tale) or reader interest area - the types of books individuals particularly choose to read: adventure, romance, science fiction.

Texts with these specific features - often related to story elements, patterns of language, structure, vocabulary - may be described as belonging to a particular genre. These attributes are useful in discussing text and in supporting development of writing skills.

Texts may operate at different levels, and so represent more than one genre; some will be combinations, for example historical romance.

glossary

part of a text, often an **appendix**, which defines terms the writer/editor considers may be unfamiliar to the intended audience.

grammar

the conventions which govern the relationships between words in any language. Includes the study of word order and changes in words: use of inflections, etc. Study of grammar is important, as it enhances both reading and writing skills; it supports effective communication.

grammatical boundary

A grammatical boundary is the edge of a grammatical unit (a sentence, clause or phrase) which, in writing, may be indicated by a punctuation mark such as a **comma**, full stop, **colon**, **semi-colon** or **dash**.

grapheme

written representation of a sound; may consist of one or more letters; for example the phoneme *s* can be represented by the graphemes *s, se, c, sc* and *ce* as in *sun, mouse, city, science*.

guided reading

a classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.

Guided reading sessions have a similar format:

a. the teacher introduces the text, and sets the purpose for reading, for example reminding pupils of strategies and cues which will be useful, or asking them to gather particular information;

b. pupils read independently, solving problems as they read through the text. More fluent readers will read silently. The teacher is available to offer help when it is needed. S/he then guides pupils to appropriate cues, for example use of syntax, picture cues, initial letter;

c. the teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.

guided writing

a classroom activity in which pupils are grouped by writing ability. The teacher works with each group on a task carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of spelling, letter formation, simple punctuation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on.

haiku

Japanese form. The poem has three lines and 17 syllables in total in the pattern 5, 7, 5:

Loving, faithful, fun
Trusting and loyal and true
Chocolate-brown Suki

half-rhyme

words which almost rhyme: *polish/relish; pun/man*.

homograph

words which have the same spelling as another, but different meaning: *the calf was eating/my calf was aching; the North Pole/totem pole/he is a Pole*. Pronunciation may be different: *a lead pencil/the dog's lead; furniture polish/Polish people*. A **homonym**.

---

homonym

words which have the same spelling or pronunciation as another, but different meaning or origin. May be a **homograph** or **homophone**.

---

homophone

words which have the same sound as another but different meaning or different spelling: *read/reed; pair/pear; right/write/rite*. A **homonym**.

---

hyphen (-)

A hyphen is sometimes used to join the two parts of a **compound** noun, as in *golf-ball* and *proof-read*. But it is much more usual for such compounds to be written as single words (eg *football, headache, bedroom*) or as separate words without a hyphen (*golf ball, stomach ache, dining room, city centre*).

However, hyphens are used in the following cases:

a. in compound adjectives and longer phrases used as modifiers before nouns:

a foul-smelling substance
a well-known painter
a German-English dictionary
a one-in-a-million chance
a state-of-the-art computer
a ten-year-old girl

b. in many compound nouns where the second part is a short word like *in, off, up* or *by*:

a break-in
a write-off
a mix-up
a passer-by

c. in many words beginning with the prefixes *co-*, *non-* and *ex-*:

co-operate
non-existent
ex-husband

Hyphens are also used to divide words at the end of a line of print.

idiom

An idiom is an expression which is not meant literally and whose meaning cannot be deduced from knowledge of the individual words. For example:

> *You look a bit under the weather this morning. Are you all right?*
> *Try and keep to the point of the discussion. You're always introducing red herrings.*
> *You and I have the same problems - we're in the same boat.*
> *That name rings a bell. I've heard it before somewhere.*

---

imagery

use of language to create a vivid sensory image - often visual. May include:

vocabulary	choice of synonym, for example *sprinted/ran/raced*, selection of adjectives and adverbs
simile	*he ran like the wind*
metaphor	*his feet had wings*

see **figurative language**

---

imperative

see **sentence**

---

indirect speech

see **direct speech**

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infinitive

The infinitive is the base form of the verb without any additional endings. For example, *play* is an infinitive form (as opposed to *playing*, *played* or *plays*). The infinitive is used with many **auxiliary verbs**:

> *I will play*
> *he should play*
> *do you play?*

The infinitive is often used with *to* (*to play*, *to eat* etc):

> *I ought to play*
> *I want to play*
> *I'm going to play*
> *it would be nice to play*

The simple present tense (*I play, they play* etc) has the same form as the infinitive, except for the third **person** singular (*he/she/it plays*).

inflection

Inflection is a change to the ending of a word to indicate tense, number or other grammatical features. For example:

walk - walks/walked/walking
shoe - shoes
old - older/oldest

see also **suffix**

information text

text written to inform. Examples include **explanation**, **report**, **procedure** or **recount**.

innovation on text

a classroom strategy in which the teacher uses a familiar text as the model for a piece of new writing: *Georgina and the Dragon; The Very Hungry Kittens; Burglar Barry.*

instruction text

text written to help readers achieve certain goals. The text may consist of a statement of the intended outcome, the materials needed to achieve it and a sequence of actions in chronological order. Connectives will often be time-related; verbs may be imperative, and will often be placed at the beginning of sentences to form a series of commands. Examples of this type of text include recipes and instructions.

interjection

An interjection is a word like *Ouch!*, *Oh!* or *Damn!* expressing an emotion such as pain, surprise, anger, etc. An interjection is followed by an **exclamation mark (!)**.

see also **exclamation**

internal rhyme

placement of rhyming words within a line of poetry: *'Though the threat of snow was growing slowly...'*

see also **assonance** and **rhyme**

intonation

Intonation is the way in which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning. Among other functions, intonation may distinguish questions from statements (as in 'Sure?' 'Sure!'), or indicate contrastive and emotive stress (as in 'I said *two*, not three', or 'I just *hate* that advertisement!').

---

jargon

language used by a particular profession or interest group. May include vocabulary unfamiliar to those outside the group, sometimes deliberately.

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jingle

a short verse or line used to attract attention and be memorable. May be based on **alliteration** or **rhyme**. Often associated with advertising.

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kenning

a compound expression used in Old English and Norse poetry, which named something without using its name, for example *mouse catcher = cat*. Anglo-Saxons often used kennings to name their swords: *death bringer*. A poem made of kennings would be a list of such expressions about one subject:

MY DOG
ankle biter
bone cruncher
night howler
rabbit catcher
fur pillow.

---

legend

a traditional story about heroic characters such as King Arthur, which may be based on truth, but which has been embellished over the years. Also refers to the wording on maps and charts which explains the symbols used.

---

letter string

a group of letters which together represent a **phoneme** or **morpheme**.

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limerick

A five-line comic verse following the syllable pattern *8 8 6 6 8* with the rhyme scheme *a a b b a*. Early limericks, such as the nonsense verse of Edward Lear, repeat line 1 in line 5. However, recent verse does not always follow this model.

literacy

communication skill. The term *literacy* originally, and most often, applied to written communication; however, it can also be applied to other forms, as in *media literacy, computer literacy*.

logogram

a symbol or character which represents a **morpheme** or word. A logographic system contrasts with an alphabetic-phonetic system, such as English, in which symbols relate to sounds rather than meaning. There are a number of logograms which would be instantly recognisable to those using alphabetic systems, for example £, &, %.

metalanguage

the language we use when talking about language itself. It includes words like *sentence, noun, paragraph, preposition*. Those who understand these concepts are able to talk about language quite precisely; thus, acquisition of metalanguage is seen as a crucial step in developing awareness of and proficiency in communication, particularly written language.

metaphor

where the writer writes about something as if it were really something else. Fowler describes it as an 'imaginative substitution'. For example: *he is an ass; love's meteor. A poisoned apple passed along from generation to generation (McGough).*

mnemonic

a device to aid memory, for instance to learn particular spelling patterns or spellings: *I Go Home Tonight; There is a rat in separate.*

modal verb

The modal verbs are:

can/could
will/would
shall/should
may/might
must/ought

These **auxiliary verbs** are used to express such ideas as possibility, willingness, prediction, speculation, deduction and necessity. They are all followed by the **infinitive**, and *ought* is followed by *to* + infinitive:

I can help you.
We might go out tonight.
You ought to eat something.
Stephanie will be here soon.
I wouldn't do that if I were you.
I must go now.

These verbs can occur with other auxiliary verbs (*be* and *have*):

I'll be leaving at 11.30.
You should have asked me.
They must have been working.

In this context *have* is unstressed and therefore identical in speech to unstressed *of*; this is why the misspelling *of* for standard *have* or *'ve* is not uncommon.

modelling

In literacy, this refers to demonstration of an aspect of reading or writing by an expert for learners. This would support direct instruction.

monologue

a text spoken by a lone speaker. In dramatic situations, this may be a 'one person show'; in other situations, it may refer to a speaker who monopolises the conversation.

morpheme

the smallest unit of meaning. A word may consist of one morpheme *(house)*, two morphemes *(house/s; hous/ing)* or three or more morphemes *(house/keep/ing; un/happi/ness)*. **Suffixes** and **prefixes** are morphemes.

myth

an ancient traditional story of gods or heroes which addresses a problem or concern of human existence. May include an explanation of some fact or phenomenon.

narrative poem

a poem which tells a story: *'Hiawatha', 'Charge of the Light Brigade'*. Often a ballad.

narrative text

text which re-tells events, often in chronological sequence. May be purely fictional, or include some information. May be in prose or poetic form.

non-chronological writing

writing organised without reference to time sequence. Typically, writing organised by characteristics and attributes, for example, a report on a town might be organised into population, situation, facilities.

noun

A noun is a word that denotes somebody or something. In the sentence *My younger sister won some money in a competition, 'sister', 'money'* and *'competition'* are nouns.

Many nouns (countable nouns) can be **singular** (only one) or **plural** (more than one). For example *sister/sisters, problem/problems, party/parties.* Other nouns (mass nouns) do not normally occur in the plural. For example: *butter, cotton, electricity, money, happiness.*

A **collective noun** is a word that refers to a group. For example, *crowd, flock, team.* Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. For example, if we say *The team have won all their games so far*, we think of *'the team'* as *'they'* (rather than *'it'*).

Proper nouns are the names of people, places, organisations, etc. These normally begin with a capital letter: *Amanda, Birmingham, Microsoft, Islam, November.*

Noun phrase is a wider term than 'noun'. It can refer to a single noun *(money)*, a pronoun *(it)* or a group of words that functions in the same way as a noun in a sentence, for example:

a lot of money
my younger sister
a new car
the best team in the world

Similarly, a **noun clause** functions in the same way as a noun. For example:

The story was not true. (noun)
What you said was not true. (noun clause)

obituary

public notice of the death of an individual. May include an account of the life of the person.

object

see **subject**

ode

lyric poem usually addressed to the subject, so written in the **second person**. There is no fixed rhyme or rhythm pattern. Language may be unusual, perhaps self-consciously 'poetic': *Thou still unravish'd* *bride of quietness...* (Keats, 'On a Grecian Urn').

onomatopoeia

words which echo sounds associated with their meaning: *clang, hiss, crash, cuckoo.*

onset

the onset of a word or syllable is the initial consonant or consonant cluster: *clang; trike; sun.* Some words or syllables have no onset: *or; out; end; at; on; earth.*

see **rime**

opinion

a belief held by an individual or group of individuals for which there is insufficient evidence for it to be accepted as **fact**. May be presented as fact in writing.

palindrome

a word or phrase which is the same when read left-right or right-left: *madam; mum; dad; eve; pup; Madam, I'm Adam.*

parable

a short story told to illustrate a moral lesson or duty. Parables are often associated with the New Testament; however, many stories, including modern texts, may be classed as parables.

see **fable**

paragraph

a section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue.

A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph. Some writers also indent the first line of a new paragraph.

Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue.

parenthesis

A parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between **dashes** or **commas**:

> *Sam and Emma (his oldest children) are coming to visit him next weekend.*
> *Margaret is generally happy — she sings in the mornings! — but responsibility weighs her down.*
> *Sarah is, I believe, our best student.*

The term parentheses can also refer to the brackets themselves.

parody

a literary caricature: a version of a story or poem which emphasises particular aspects of language or form to humorous effect.

part of speech

see **word class**

participle

Verbs have a present participle and a past participle.

present participle

The present participle ends in *-ing* (*working, reading, going* etc). Although it is called 'present', it is used in all continuous forms: *she is going, she was going, she will be going, she would have been going,* etc.

The *-ing* ending is also used for a verb functioning as a noun. For example: *I enjoy reading, Reading is important.* (*'Reading'* is used as a noun in these examples.) This *-ing* form is sometimes called a verbal noun or a gerund.

past participle

The past participle often ends in *-ed* (*worked, played*) but many common verbs are irregular and have other endings, eg *-t* (*kept*), *-n* (*flown*), and *-en* (*stolen*).

Past participles are used:

a. after *have* to make perfect forms: *I've worked, he has fallen, we should have gone*
b. after *be* (*is/was* etc) to make passive forms: *I was asked, they are kept, it has been stolen*

Here too, the name is misleading, because passive forms need not refer to the past: *A toast will be drunk.*

Participles (present and past) are sometimes used as adjectives: *the falling leaves, stolen goods.* They can also be used to introduce subordinate clauses, for example:

> *Being a student, Tom doesn't have much money.*
> *Written in 1923, the book has been translated into twenty-five languages.*

see also **active and passive**, **tense** and **verb**

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passive

see **active**

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person

In grammar, a distinction is made between first, second and third person.

One uses the first person when referring to oneself (*I/we*), the second person when referring to one's listener or reader (*you*); and the third person when referring to somebody or something else (*he/she/it/they/my friend/the books* etc).

In some cases the form of the verb changes according to person:

I/we/you/they know — *he/she knows*
I/we/you/they have — *he/she/it has*
we/you/they were — I/he/she/it was

see also **agreement**

---

personification

a form of **metaphor** in which language relating to human action, motivation and emotion is used to refer to non-human agents or objects or abstract concepts: *the weather is smiling on us today; Love is blind.*

---

persuasive text

text which aims to persuade the reader. A persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view, and a final summary or recommendation.

Connectives will be related to reasoning *(therefore, however)*.

An example of such a text would be an essay on banning fox-hunting or recycling, or whether Roald Dahl was the greatest writer in English. Advertisements are forms of persuasive text.

see also **discussion text**

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phoneme

A phoneme is the smallest contrastive unit of sound in a word. There are approximately 44 phonemes in English (the number varies depending on the accent). A phoneme may have variant pronunciations in different positions; for example, the first and last sounds in the word 'little' are variants of the phoneme /l/. A phoneme may be represented by one, two, three or four letters. The following words end in the same phoneme (with the corresponding letters underlined):

to
shoe
through

---

phonological awareness

awareness of sounds within words - demonstrated for example in the ability to generate rhyme and alliteration, and in **segmenting** and **blending** component sounds.

---

phrase

A phrase is a group of words that act as one unit. So *dog* is a word, but *the dog*, *a big dog* or *that dog over there* are all phrases. Strictly speaking, a phrase can also consist of just one word. For example, in the sentence *Dogs are nice*, *'dogs'* and *'nice'* are both one-word phrases.

A phrase can function as a noun, an adjective or an adverb:

a noun phrase	*a big dog, my last holiday*
an adjectival phrase	*(she's not) as old as you, (I'm) really hungry*
an adverbial phrase	*(they left) five minutes ago, (she walks) very slowly*

If a phrase begins with a **preposition** (like *in a hurry*, *along the lane*), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning:

adjectival	*(I'm) in a hurry, (the man) with long hair*
adverbial	*(they left) on Tuesday, (she lives) along the lane*

---

plural

see **singular**

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poem

a text which uses features such as **rhythm, rhyme** or **syntax** and **vocabulary** to convey ideas in an intense way. Poets may also use **alliteration**, **figurative language** and other techniques. Prose may sometimes be poetic in effect.

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portmanteau

a word made up from blending two others: *swurse = swear + curse; picture + dictionary = pictionary; smoke + fog = smog; breakfast + lunch = brunch.*

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predicate

The predicate is that part of a sentence which is not the subject but which gives information about the subject. So, in the sentence *Clare went to school*, *'Clare'* is the subject and *'went to school'* is the predicate.

---

prefix

A prefix is a **morpheme** which can be added to the beginning of a word to change its meaning. For example:

inedible
disappear
supermarket
unintentional

---

preposition

A preposition is a word like *at*, *over*, *by* and *with*. It is usually followed by **a noun phrase**. In the examples, the preposition and the following noun phrase are underlined:

We got home at midnight.
Did you come here by car?
Are you coming with me?
They jumped over a fence.
What's the name of this street?
I fell asleep during the film.

Prepositions often indicate time *(at midnight/during the film/on Friday)*, position *(at the station/in a field)* or direction *(to the station/over a fence)*. There are many other meanings, including possession (*of this street*), means (*by car*) and accompaniment (*with me*).

In questions and a few other structures, prepositions often occur at the end of the clause:

Who did you go out with?
We haven't got enough money to live on.
I found the book I was looking for.

In formal style, the preposition can go before *whom* or *which* (*with whom*, *about which* etc):

With whom do you wish to speak?

Many prepositions (eg *on*, *over*, *up*) can also be used as **adverbs** (without a following noun or pronoun):

We got on the bus. (preposition - followed by a noun phrase)
The bus stopped and we got on. (adverb - no following noun or pronoun)

---

procedural text

see **instruction text**

---

pronoun

There are several kinds of pronoun, including:

personal pronouns

I/me, you, he/him, she/her, we/us, they/them, it
I like him. They don't want it.

possessive pronouns

mine, yours, his, hers, ours, theirs, its
Is this book yours or mine?

reflexive pronouns

myself, herself, themselves etc
I hurt myself. Enjoy yourselves!

indefinite pronouns

someone, anything, nobody, everything etc
Someone wants to see you about something.

interrogative pronouns

who/whom, whose, which, what
Who did that? What happened?

relative pronouns

who/whom, whose, which, that
The person who did that … The thing that annoyed me was …

Many **determiners** can also be used as pronouns, including *this/that/these/those* and the quantifiers (*some, much* etc). For example:

These are mine.
Would you like some?

Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition:

I saw your father but I didn't speak to him. (= your father)
'We're going away for the weekend.' 'Oh, are you? That's nice.' (= the fact you're going away)

---

proof-read

to check a piece of work thoroughly before final publication.

---

prose

written language which does not follow poetic or dramatic forms.

proverb

a saying, which may have changed little over time, which states a belief about the world: *the early bird catches the worm; too many cooks spoil the broth: the grass is always greener on the other side.*

pun

a play on words; use of words with similar sounds but different meaning to humorous effect. For example, *grave* has two possible meanings, which Shakespeare used in 'Romeo and Juliet'. Mercutio's final words were: *'ask for me tomorrow And you shall find me a grave man'; red* and *read* sound the same, *so the book is never red/the book is never read; I'm on a seafood diet: I see food and I eat it.* Puns are often used in newspaper headlines.

punctuation

Punctuation is a way of marking text to help readers' understanding. The most commonly used marks in English are: **apostrophe**, **colon**, **comma**, **dash**, **ellipsis**, **exclamation mark**, full stop, **hyphen**, **semi-colon** and **speech marks** (inverted commas).

question mark (?)

A question mark is used at the end of an interrogative **sentence** (eg *Who was that?)* or one whose function is a question (eg *You're leaving already?)*

rap

a form of oral poetry which has a very strong rhythm and rapid pace. Associated with Caribbean and Afro-Caribbean cultures, has now been assimilated into other literary traditions. Rap is often used in modern music.

recount text

a text written to retell for information or entertainment. A fictional narrative recount may consist of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named.

A non-fiction recount may begin with a scene-setting introduction, and then retell events in chronological order. An example of this type of text would include writing about visits, newspaper accounts of an event or a biography.

reference text

an information text organised in a clearly defined way, for example alphabetically, and used for study purposes.

---

relative clause

A relative clause is one that defines or gives information about somebody or something. Relative clauses typically begin with relative pronouns *(who/whom/whose/which/that)*:

> *Do you know the people who live in the house on the corner?* (defines *'the people'*)
> *The biscuits (that) Tom bought this morning have all gone.* (defines *'the biscuits'*)
> *Our hotel, which was only two minutes from the beach, was very nice.* (gives more information about the hotel)

---

renga

a series of **haiku**, each linked to the next by two seven-syllable lines, sometimes written by different poets in turn, and forming a series of complete poems.

---

report text

a non-chronological text written to describe or classify. The text often begins with a general classification, moving to a description of particular characteristics with a final summary. It is often written in the continuous present tense with generalised participants *(people, cats, buildings)*. An example of this sort of text would include a report on dinosaurs or Roman housing, a guide-book or a description of a scene.

---

rhetorical expression

an utterance in which the meaning intended by the speaker/writer is an expression different from that which might be inferred by a listener who is unaware of the conventions of the language; for example *Do you know his name?* is a question which seems to require a yes/no response; in fact, the speaker is asking *What is his name?* Rhetorical expressions are often questions disguising imperatives: *Would you like to get out your English books?* usually means *Get out your English books.*

---

rhyme

A rhyme occurs when words share the same stressed vowel phoneme, eg *she/tea, way/delay* and subsequent consonant(s) eg *sheet/treat, made/lemonade* and final unstressed vowel eg *laughter/after.*

---

rhythm

Rhythm is the more or less regular alternation of light beats and heavy beats (stresses) in speech or music. Some poetry uses very regular rhythm patterns.

riddle

a question or statement, sometimes in rhyme, which forms a puzzle to be solved by the reader/listener.

rime

that part of a syllable which contains the vowel and final consonant or consonant cluster if there is one: *at* in c*at*; *orn in horn; ow in cow*. Some words consist of rime only: *or, ate, eel.*

see **onset**

root word

a word to which **prefixes** and **suffixes** may be added to make other words; for example in *unclear, clearly, cleared,* the root word is *clear.*

scan

this word has two relevant meanings:

a. to look over a text very quickly, trying to locate information by locating a key word;

b. a line of poetry which conforms to the rhythm (metre) of the rest of the poem is said to scan.

segment

to break a word or part of a word down into its component phonemes, for example: *c-a-t; ch-a-t; ch-ar-t; g-r-ou-n-d; s-k-i-n.*

semi-colon (;)

A semi-colon can be used to separate two main **clauses** in a sentence:

I liked the book; it was a pleasure to read.

This could also be written as two separate sentences:

I liked the book. It was a pleasure to read.

However, where the two clauses are closely related in meaning (as in the above example), a writer may prefer to use a semi-colon rather than two separate sentences.

Semi-colons can also be used to separate items in a list if these items consist of longer phrases. For example:

> *I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.*

In a simple list, **commas** are used.

---

sentence

A sentence can be simple, compound or complex.

A simple sentence consists of one **clause**:

> *It was late.*

A compound sentence has two or more clauses joined by *and*, *or*, *but* or *so*. The clauses are of equal weight (they are both main clauses):

> *It was late but I wasn't tired.*

A complex sentence consists of a main clause which itself includes one or more subordinate clauses:

> *Although it was late, I wasn't tired.* (subordinate clause beginning with *although* underlined)

Simple sentences can also be grouped as follows according to their structure:

declarative (for statements, suggestions, etc):

> *The class yelled in triumph. Maybe we could eat afterwards.*

interrogative (for questions, requests, etc):

> *Is your sister here? Could you show me how?*

imperative (for commands, instructions, etc):

> *Hold this! Take the second left.*

exclamative (for exclamations):

> *How peaceful she looks. What a pity!*

In writing, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.

---

shape poem

a poem in which the layout of the words reflects an aspect of the subject. There is a huge variety of shape poems.

see **calligrams, concrete poems**

---

shared reading

in shared reading the teacher, as an expert reader, models the reading process by reading the text to the learners. The text chosen may be at a level which would be too difficult for the readers to read independently. The teacher demonstrates use of cues and strategies such as syntax, initial letter, re-reading. Learners have opportunities to join in with the reading, singly or chorally, and are later encouraged to re-read part or all of the text.

---

shared writing

a classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in, planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.

---

simile

the writer creates an image in readers' minds by comparing a subject to something else: *as happy as a lark; as strong as an ox.* Many similes are **idiomatic**: *he smokes like a chimney.*

---

singular and **plural**

Singular forms are used to refer to one thing, person etc. For example: *tree, student, party.*

Many nouns (countable nouns) can be **singular** (only one) or **plural** (more than one). The plural is usually marked by the ending *-s: trees, students, parties.*

Some plural forms are irregular. For example: *children, teeth, mice.*

Other nouns (mass nouns) do not normally occur in the plural. For example: *butter, cotton, electricity, money, happiness.*

Verbs, **pronouns**, and **determiners** sometimes have different singular and plural forms:

He was late.	*They were late.*
Where is the key? Have you seen it?	*Where are the keys? Have you seen them?*
Do you like this hat?	*Do you like these shoes?*

Note that *they/them/their* (plural words) are sometimes used to refer back to singular words that don't designate a specific person, such as *anyone* or *somebody*. In such cases, *they* usually means 'he or she':

If anyone wants to ask a question, they can ask me later. (= he or she can ask me)
Did everybody do their homework?
Work with a partner. Ask them their name.

See also **agreement**, **pronoun**

---

skim

read to get an initial overview of the subject matter and main ideas of a passage.

---

slang

words and phrases which are used in informal context, often linked with certain regions or used by people identifying with particular groups. May differentiate that group from others.

---

sonnet

a poem of 14 lines. May follow any rhyme scheme. Two examples of rhyme schemes:

a. Petrarchan rhyme: *a b b a a b b a* followed by two or three other rhymes in remaining six lines;

b. Elizabethan rhyme: *a b a b c d c d e f e f g g*

---

speech, speech marks

see **direct speech** and **indirect speech**

---

spelling log

a personal, ongoing record of words which are being learnt. Pupils would decide, with the teacher's guidance, words to be learnt. These words would be kept in a folder so the pupil can work on them during the week with a partner or teacher, or at home. Once learnt, the words can be added to the pupil's record.

---

standard English

Standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent.

There are differences in vocabulary and grammar between standard English and other varieties. For example, *we were robbed* and *look at those trees* are standard English; *we was robbed* and *look at them trees* are non-standard.

To communicate effectively in a range of situations - written and oral - it is necessary to be able to use standard English, and to recognise when it is appropriate to use it in preference to any other variety.

Note that standard British English is not the only standard variety; other English-speaking countries, such as the United States and Australia, have their own standard forms.

see also **agreement**, **dialect**, **double negative**

---

stanza

a verse or set of lines of poetry, the pattern of which is repeated throughout the poem.

---

story board

a plan for a visual text (video, film, etc) which demonstrates the plot and critical events through a sequence of pictures. Children may do a story board after reading to demonstrate comprehension; story-boarding may also be used to plan a piece of writing.

---

subject and object

In the sentence *John kicked the ball*, the subject is *'John'*, and the object is *'the ball'*.

The subject is the person or thing about which something is said. In sentences with a subject and an object, the subject typically carries out an action, while the object is the person or thing affected by the action. In declarative sentences (statements), the subject normally goes before the verb; the object goes after the verb.

Some verbs (eg *give*, *show*, *buy*) can have two objects, indirect and direct. For example:

> *She gave the man some money.*

Here, *'some money'* is the direct object (= what she gave). *'The man'* is the indirect object (= the person who receives the direct object).

When a verb has an object, it is transitive, eg *find a job*, *like chocolate*, *lay the table*. If it has no object, it is intransitive (eg *go*, *talk*, *lie*).

see also **active** and **passive, complement**

---

suffix

A suffix is a **morpheme** which is added to the end of a word. There are two main categories:

a. An **inflectional** suffix changes the tense or grammatical status of a word, eg from present to past *(worked)* or from singular to plural *(accidents)*.

b. A **derivational** suffix changes the word class, eg from verb to noun *(worker)* or from noun to adjective *(accidental)*.

---

syllable

Each beat in a word is a syllable. Words with only one beat *(cat, fright, jail)* are called **monosyllabic**; words with more than one beat *(super, coward, superficiality)* are **polysyllabic**.

---

synonym

words which have the same meaning as another word, or very similar: *wet/damp*. Avoids overuse of any word; adds variety.

---

synopsis

a brief summary or outline of a paragraph, chapter or book.

---

syntax

Syntax is the study of **sentence** structure, ie how words are used together in a sentence.

---

tanka

Japanese poem based on the **haiku** but with two additional lines giving a complete picture of an event or mood. Traditionally, when a member of the Japanese court wrote a haiku for a friend, the receiver would add two lines and return it, giving a total of five lines with 31 syllables in the pattern *5 7 5 7 7*.

---

tautology

use of an extra word in a phrase or sentence which unnecessarily repeats an idea: *this annual event is staged yearly, this unacceptably poor work is of a low standard.*

---

tense

A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous. For example:

present	**past**
I play (simple)	*I played* (simple)
I am playing (continuous)	*I was playing* (continuous)

Additionally, all these forms can be perfect (with *have*):

present perfect	**past perfect**
I have played (perfect)	*I had played* (perfect)
I have been playing (perfect continuous)	*i had been playing* (perfect continuous)

English has no specific future tense. Future time can be expressed in a number of ways using *will* or present tenses. For example:

John will arrive tomorrow.
John will be arriving tomorrow.
John is going to arrive tomorrow.

John is arriving tomorrow.
John arrives tomorrow.

see also **verb**

---

text

language organised to communicate. Includes written, spoken and electronic forms.

---

text type

this term describes texts which share a purpose: to inform/persuade/describe. Whole texts or parts of texts with specific features - patterns of language, structure, vocabulary - which help them achieve this purpose may be described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.

Texts may consist of mixed genres: for example, a guide-book may contain procedural text (the path or route) and report (information about exhibits).

---

theme

the subject of a piece of writing. This may not be explicitly stated, but can be deduced by the reader. For example, many traditional stories have similar themes: the triumph of good over evil, cunning over strength, kindness over beauty.

---

thesaurus

a reference text which groups words by meaning. A thesaurus can help writers to select words, consider the full range of alternatives and vary words which are used frequently: *said, went, nice*.

---

trigraph

three letters representing one phoneme: *high; fudge*.

---

verb

A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence *Mark is tired and wants to go to bed, 'is', 'wants'* and *'go'* are verbs. Sometimes two or more words make up a verb phrase, such as *are going, didn't want, has been waiting*.

Most verbs (except modal verbs, such as *can* or *will*) have four or five different forms. For example:

base form or infinitive	+ *-s*	+ *-ing* (present participle)	simple past	past participle
wait	*waits*	*waiting*	*waited*	
make	*makes*	*making*	*made*	
drive	*drives*	*driving*	*drove*	*driven*

A verb can be present or past:

I wait/she waits (present)
I waited/she waited (past)

Most verbs can occur in simple or continuous forms (*be* + *-ing*):

I make (simple present)/*I'm making* (present continuous)
she drove (simple past)/*she was driving* (past continuous)

A verb can also be perfect (with *have*):

I have made/I have been making (present perfect)
he had driven/he had been driving (past perfect)

If a verb is regular, the simple past and the past participle are the same, and end in *-ed*. For example:

wanted
played
answered

Verbs that do not follow this pattern are irregular. For example:

make/made
catch/caught
see/saw/seen
come/came/come

see also **active** and **passive**, **auxiliary verbs**, **infinitive**, **modal verbs**, **participle**, **person**, **tense**

---

voice

see **active and passive**

---

vowel

a phoneme produced without audible friction or closure. Every syllable contains a vowel. A vowel phoneme may be represented by one or more letters. These may be vowels (*maid*, or a combination of vowels and consonants (*start*; *could*).

---

word class

The main word classes are **verb**, **noun**, **adjective**, **adverb**, **pronoun**, **determiner**, **preposition** and

conjunction. These are all dealt with separately in this glossary.

Note that a word can belong to more than one class. For example:

play	verb (*I play*) or noun (*a play*)
fit	noun (*a fit*), verb (*they fit*) or adjective (*I'm fit*)
until	preposition (*until Monday*) or conjunction (*until I come back*)
like	verb (*I like*) or preposition (*do it like this*)
hard	adjective (*it's hard work*) or adverb (*I work hard*)
that	determiner (*that book*) or pronoun (*who did that?*) or conjunction (*he said that he* ...)

---

writing frame

a structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.

Further reading

The Linguistics Association maintain a page of further information at
http://www.art.man.ac.uk/english/staff/dd/reading.htm

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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